DOCUMENT RESUME

ED 262 491 EC 180 566

AUTHOR Port, Stella
TITLE Career Exploration Handbook for Middle/Junior High School Special Education Teachers.
INSTITUTION Whittier Union High School District, CA.
PUB DATE [82]
NOTE 208p.; For related document, see EC 180 567.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Exploration; Community Resources; *Disabilities; *Individualized Education Programs; Instructional Materials; Junior High Schools; Middle Schools; *Vocational Education

ABSTRACT

The manual presents information on career exploration for middle/junior high school special education teachers. The introduction lists eight goals of career education, including the development of reading, writing, computation, speaking, and listening skills. Chapter 2 outlines Individualized Education Program objectives, suggested activities, and materials/resources for such topic areas as health and physical education, self concept, practical reading, social skills, and vocational and career development (including job exploration, occupational clusters, and interview skills). A chapter on materials, media, and methods lists available resources (multimedia sets, kits, workbooks, games, posters, and teacher/professional materials). A section on community resources comments upon parent involvement and steps in using community resources. Following a review of ways to remove bias and stereotyping, the manual lists related vocabulary. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CAREER EXPLORATION HANDBOOK

ED262491

For Middle/Junior High School
Special Education Teachers

Written Under Career Education Incentive Act
Project Number 19-6512-03328-1351-81

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Dan Hulbert
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Written By . . . . . Stella Port, Career Educator
Career Assessment and
Placement Center

Typed By . . . . . Jill Kerl, Office Manager
Career Assessment and
Placement Center

Director of Career Education
Whittier Union High School District . . . Brad Merica

Director of Pupil Personnel Services
Whittier Union High School District . . . Ron Rhodes

Director of Whittier Area Cooperative
Special Education Program . . . . . Larry Lindstrom

Rehabilitation Services Administrator
Career Assessment and Placement Center
Whittier Union High School District . . . Dan Hulbert
9401 South Painter Avenue
Whittier, CA 90605

EC 180566

CAREER EXPLORATION HANDBOOK

LIST OF CHAPTERS

I. INTRODUCTION/GOALS OF CAREER EDUCATION

II. IEP OBJECTIVES, SUGGESTED ACTIVITIES AND MATERIALS/RESOURCES

III. INSTRUCTIONAL MATERIALS, MEDIA, AND METHODS

IV. COMMUNITY RESOURCES

V. REMOVAL OF BIAS AND STEREOTYPING

VI. VOCABULARY

VII. REFERENCES

CAREER EXPLORATION HANDBOOK

TABLE OF CONTENTS

I. INTRODUCTION

Goals of Career Education 1

II. IEP OBJECTIVES, SUGGESTED ACTIVITIES AND MATERIALS/RESOURCES

Goal Codes:

0170 : Practical Reading 9

0530 : Practical Math 13

0710 : Health 14

0810 : Self Concept 16

0910 : Relationships with Others 33

0920 : Classroom Behavior 35

1010 : Social Skills 36

1020 : Family Life 40

2011 : Exploration of Job Types 42

2012 : Exploration of Interests and Aptitudes 62

2013 : Specific Skills Training 66

2014 : Applying for a Job 74

2015 : Interviewing Techniques 83

3010 : Self-Help Skills 85

3020 : Independent Living Skills 87

3030 : Safety 90

Blank Objective/Activities/Resources Forms . . .

III. INSTRUCTIONAL MATERIALS, MEDIA, AND METHODS

Materials/Media Available 92

Role-Playing 101

Brainstorming 104

Speakers and Panel Discussions 105

Career Orientation Tours (Field Trips) . . . 106

IV. COMMUNITY RESOURCES

Parental Involvement 111

Service Groups 113

Los Angeles Area 116

Whittier 119

Santa Fe Springs 121

Pico Rivera 122

V. REMOVAL OF BIAS AND STEREOTYPING

Legislative Provisions 125

Comparison of Title IX and Title II 126

A Program Assessment 127

Reference List for Bias/Stereotype 129

VI. VOCABULARY

100 Most Essential Career/Vocational Words 130

VII. REFERENCES 134

GOALS OF CAREER EDUCATION

DEFINITION AND GOALS OF CAREER EDUCATION

ACCORDING TO THE CALIFORNIA PLAN FOR CAREER EDUCATION . . . CAREER is an individual's total life experience.

CAREER EDUCATION is a comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and life-style.

CAREER EDUCATION consists of these phases:

(1) Career Awareness

(2) Career Exploration

(3) Career Preparation

(4) Career Guidance

(5) Placement

The California plan includes eight career education goals as follows:

(1) Basic Skills. Develop the basic skills of reading, writing, computation, speaking, and listening which are essential to sucessful preparation for and application to a constructive and satisfying career.

(2) Self Awareness. Acquire positive attitudes toward self and others, a sense of self worth, and the motivation to accomplish personal goals.

(3) Attitude Development. Develop peaitive attitudes toward learning, work, leisure, and individual and cultural differences.

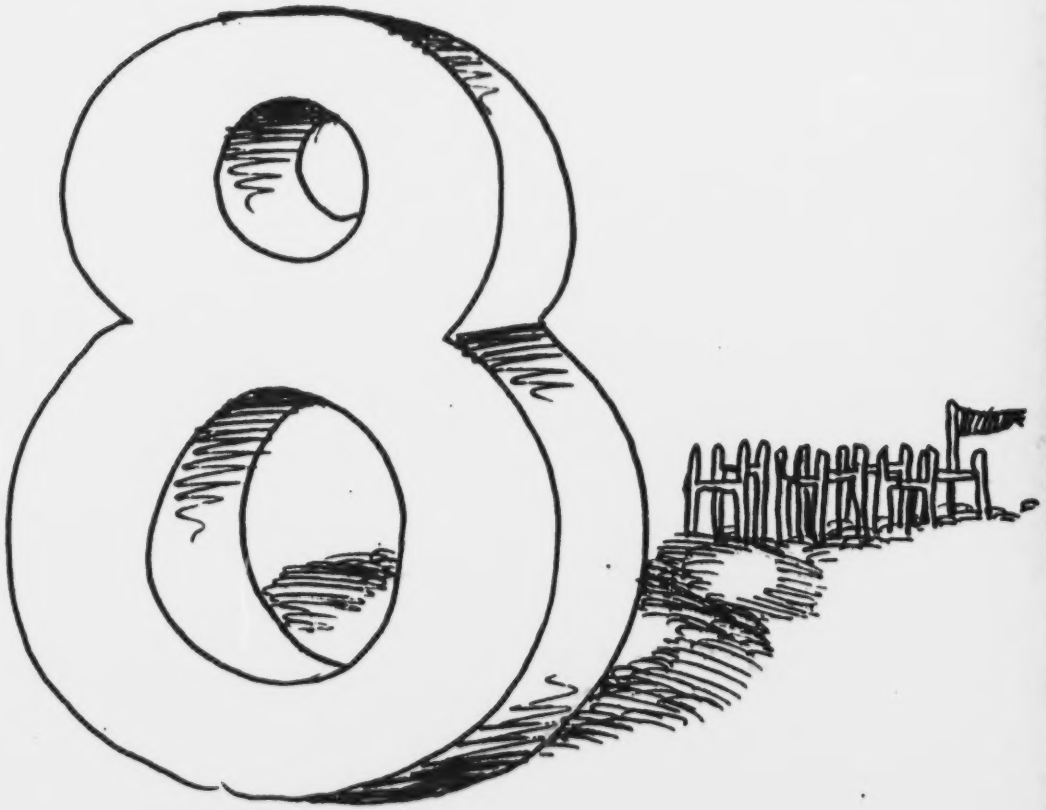
(4) Educational Awareness. Recognize that all educational experience are intergrated with total career development and preparation.

(5) Career Awareness and Exploration. Develop an early and continuing awareness of career options and opportunities and explore them in relation to maturing peraonal values, interests, and aptitudes.

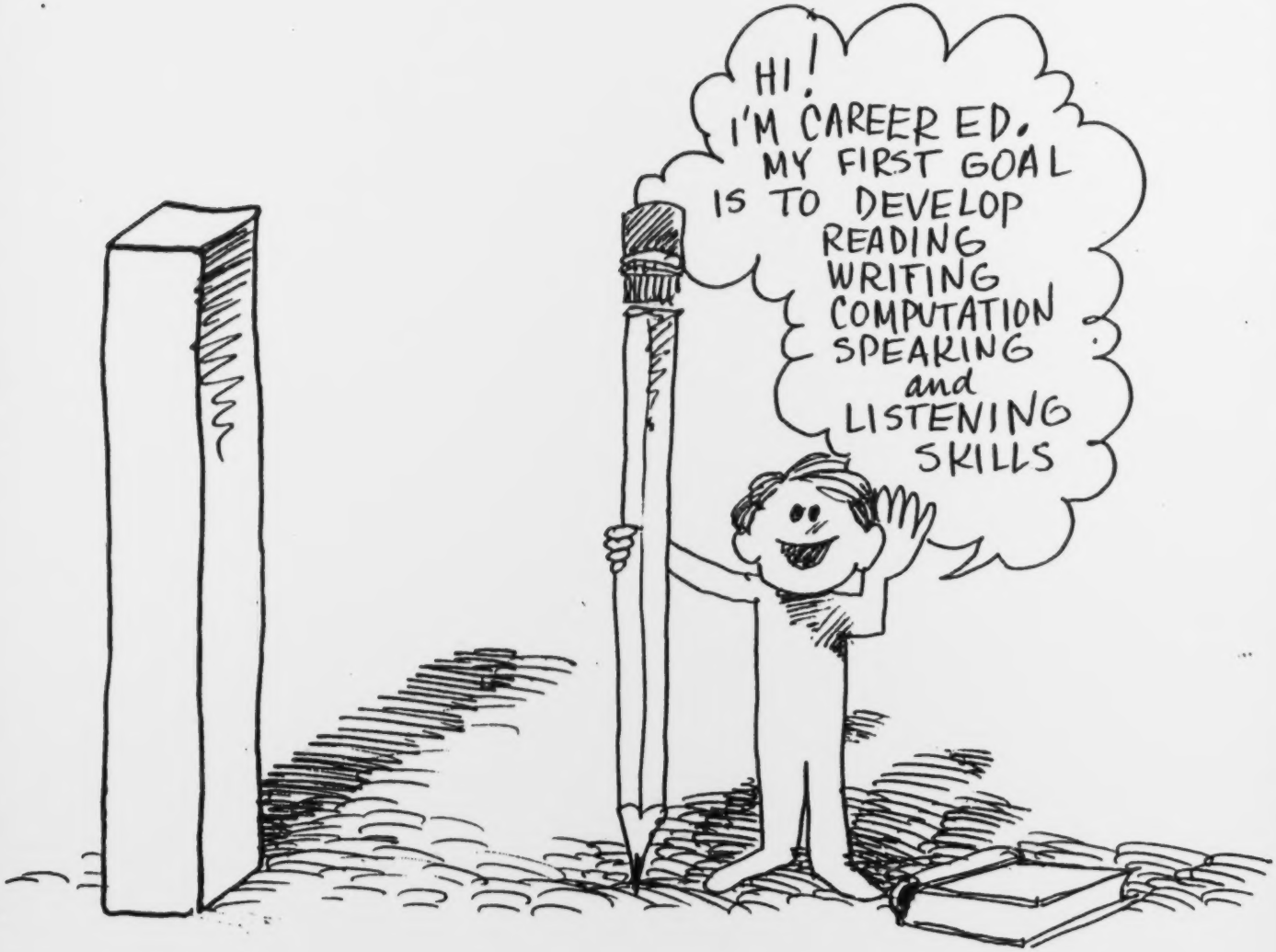
(6) Career planning and decision Making. Engage in a career development and apply this knowledge in making wise decisions along the career development continuum.

(7) Career Preparations. Develop competencies needed for progression or entry into the next educational or occupational level.

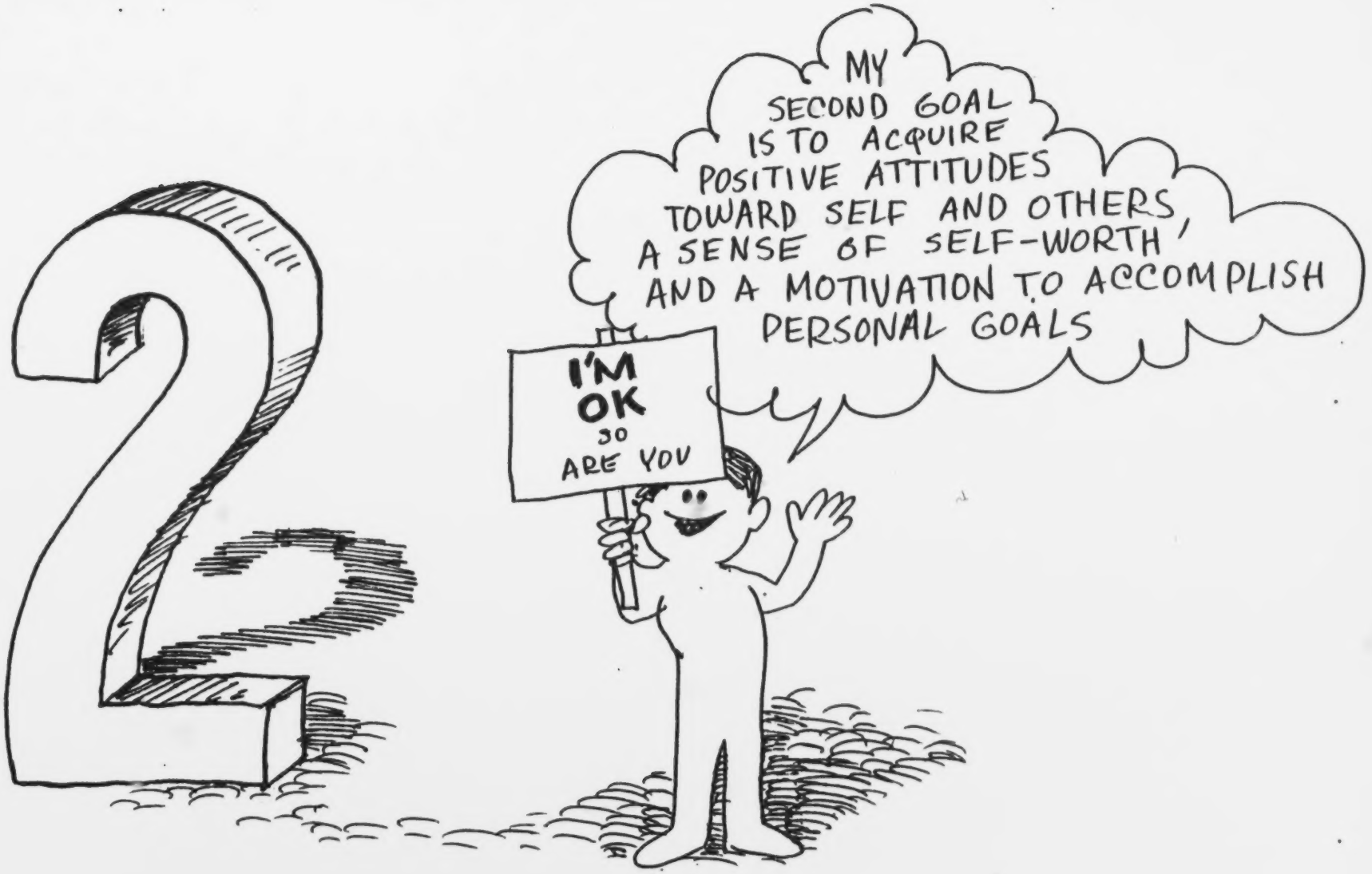
(8) Consumer and Economic Awareness. Understand the contribution of work to the economic system and acquire the consumer competenicies needed to make wise decisions in the use of individual resources.



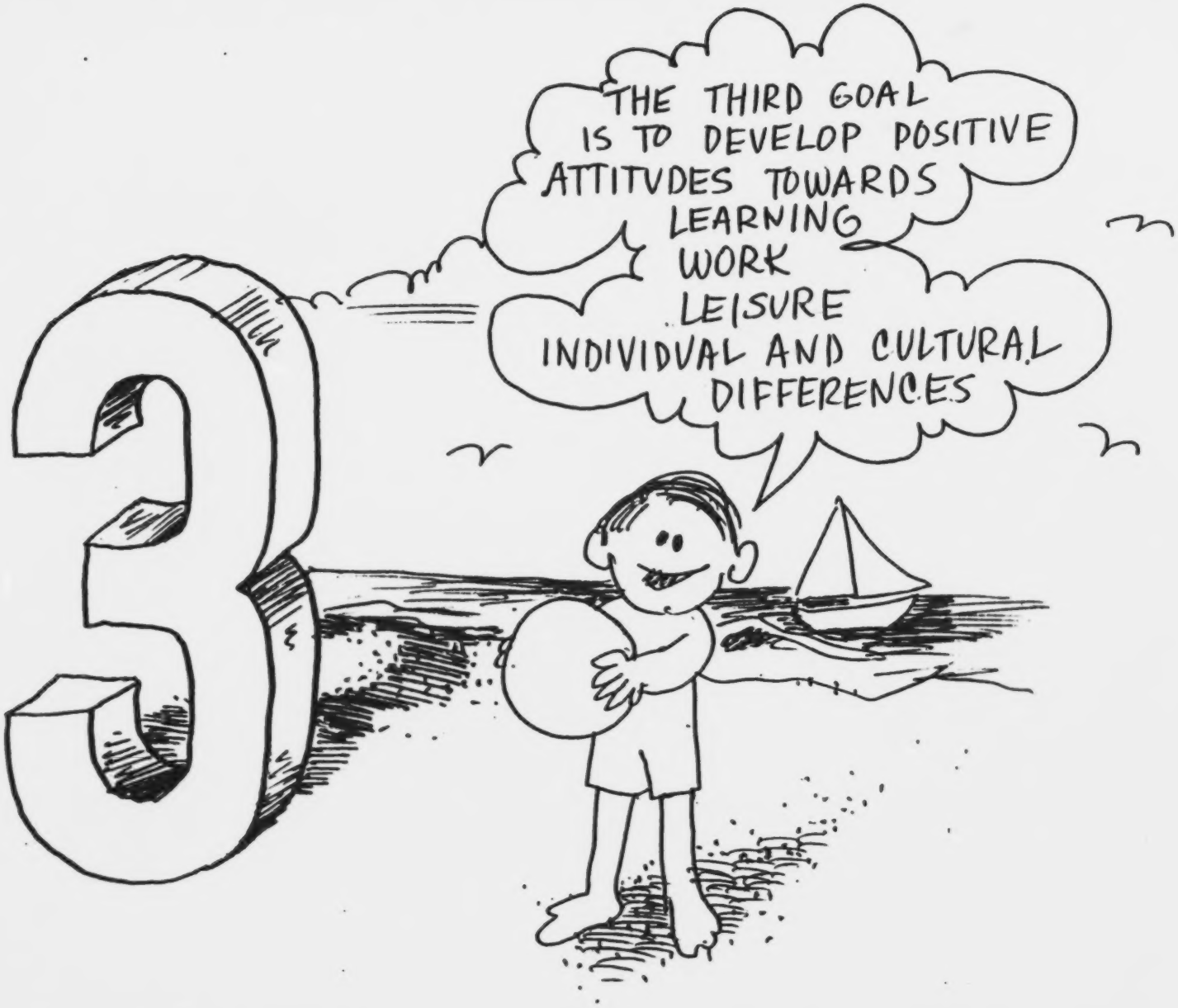
Eight Career Education Goals



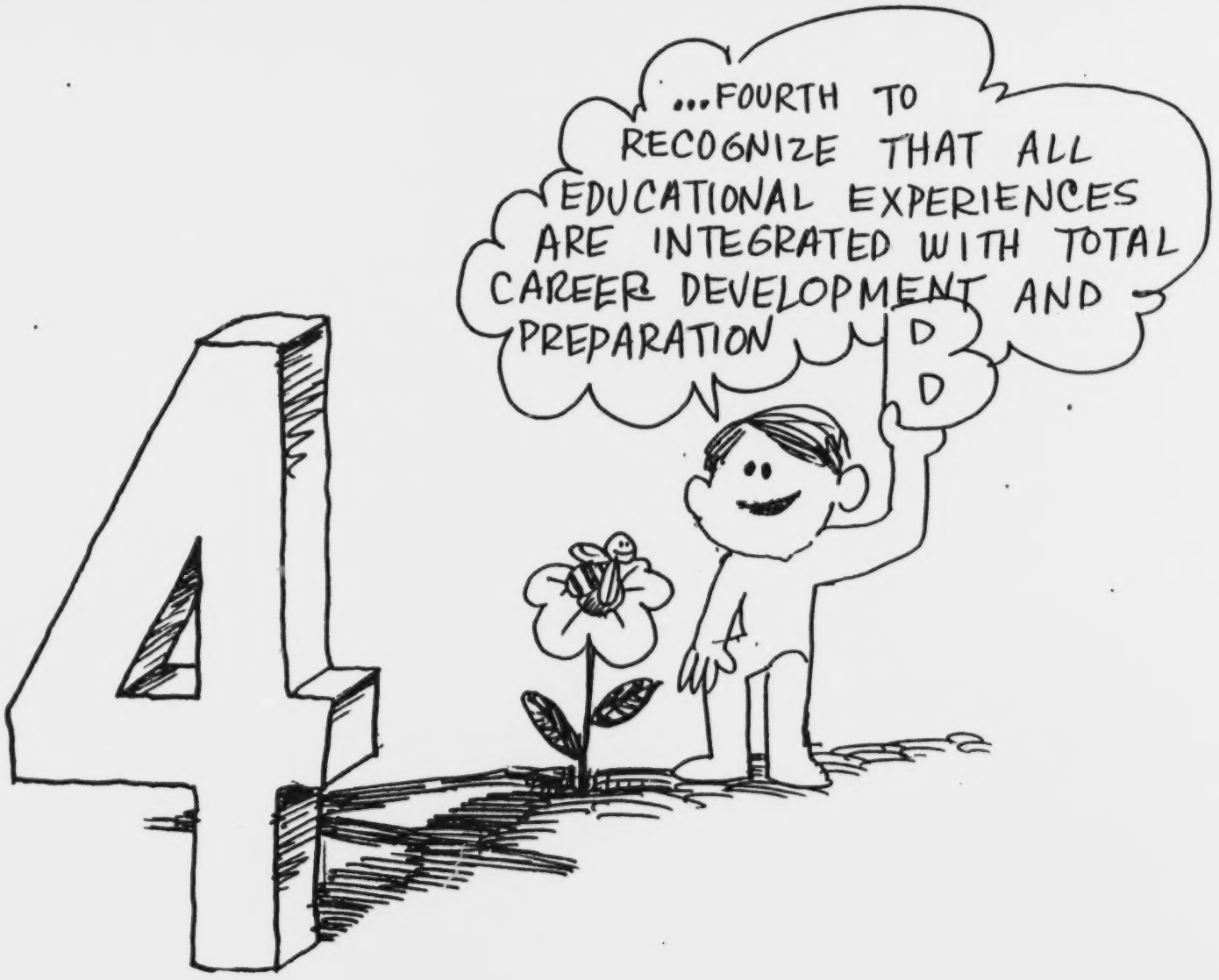
Basic Skills


MY SECOND GOAL IS TO ACQUIRE POSITIVE ATTITUDES TOWARD SELF AND OTHERS, A SENSE OF SELF-WORTH, AND A MOTIVATION TO ACCOMPLISH PERSONAL GOALS
I'M OK SO ARE YOU

Self Awareness



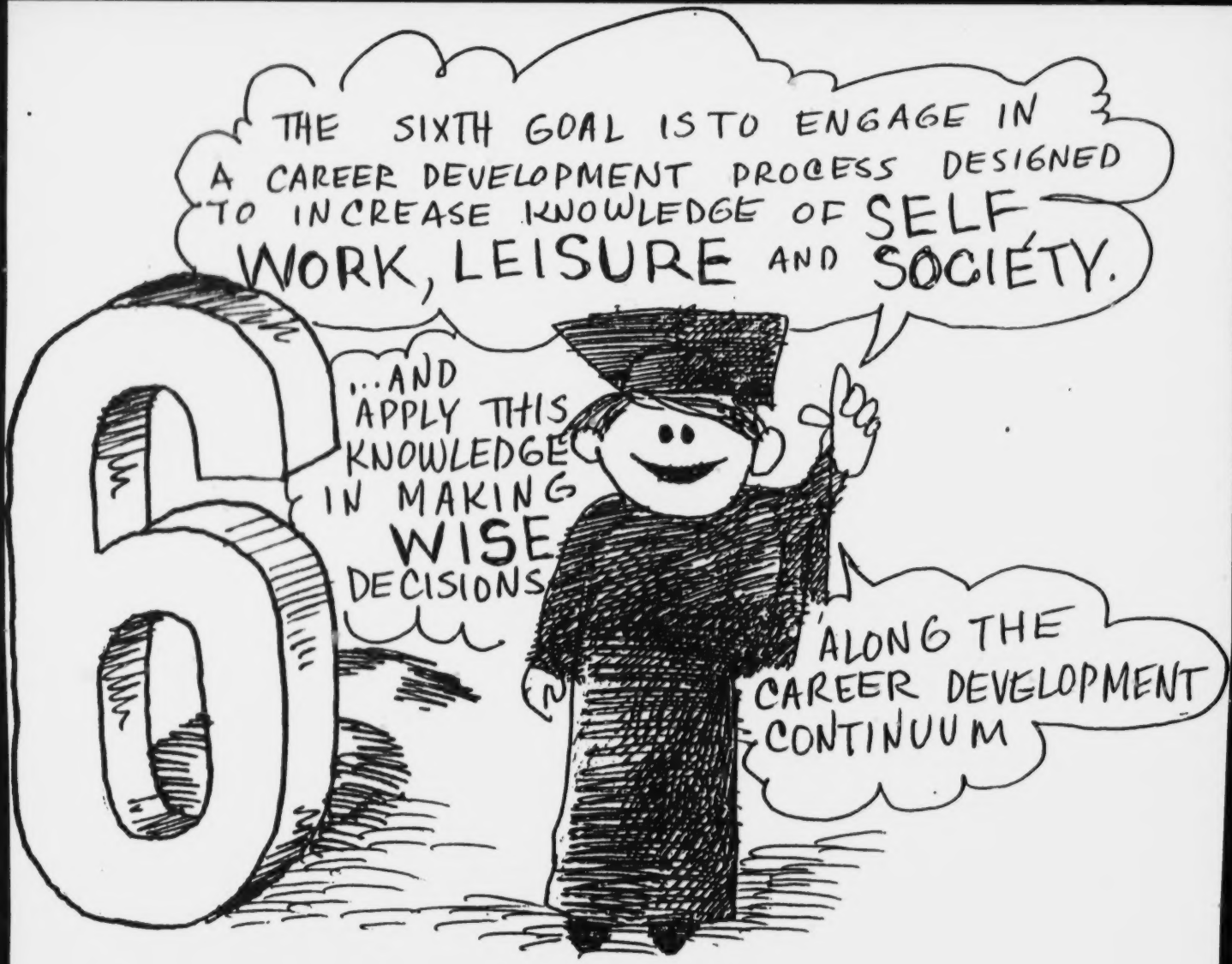
Attitude Development


...FOURTH TO RECOGNIZE THAT ALL EDUCATIONAL EXPERIENCES ARE INTEGRATED WITH TOTAL CAREER DEVELOPMENT AND PREPARATION
D
D
A

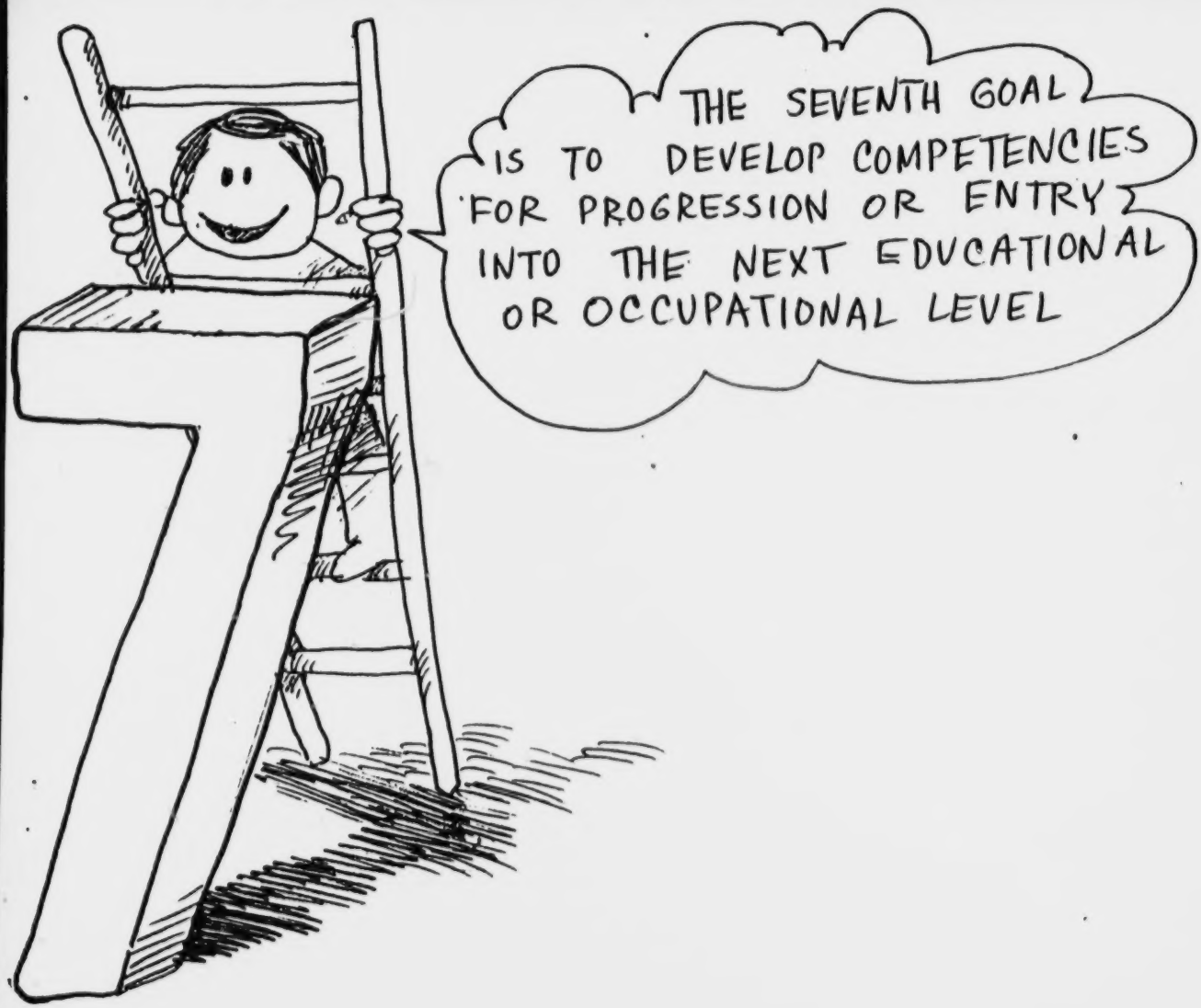
Educational Awareness

THE FIFTH GOAL IS TO DEVELOP AN EARLY AND CONTINUING AWARENESS OF CAREER OPTIONS AND OPPORTUNITIES AND EXPLORE THEM IN RELATION TO MATURING PERSONAL VALUES, INTERESTS AND APTITUDES.
5

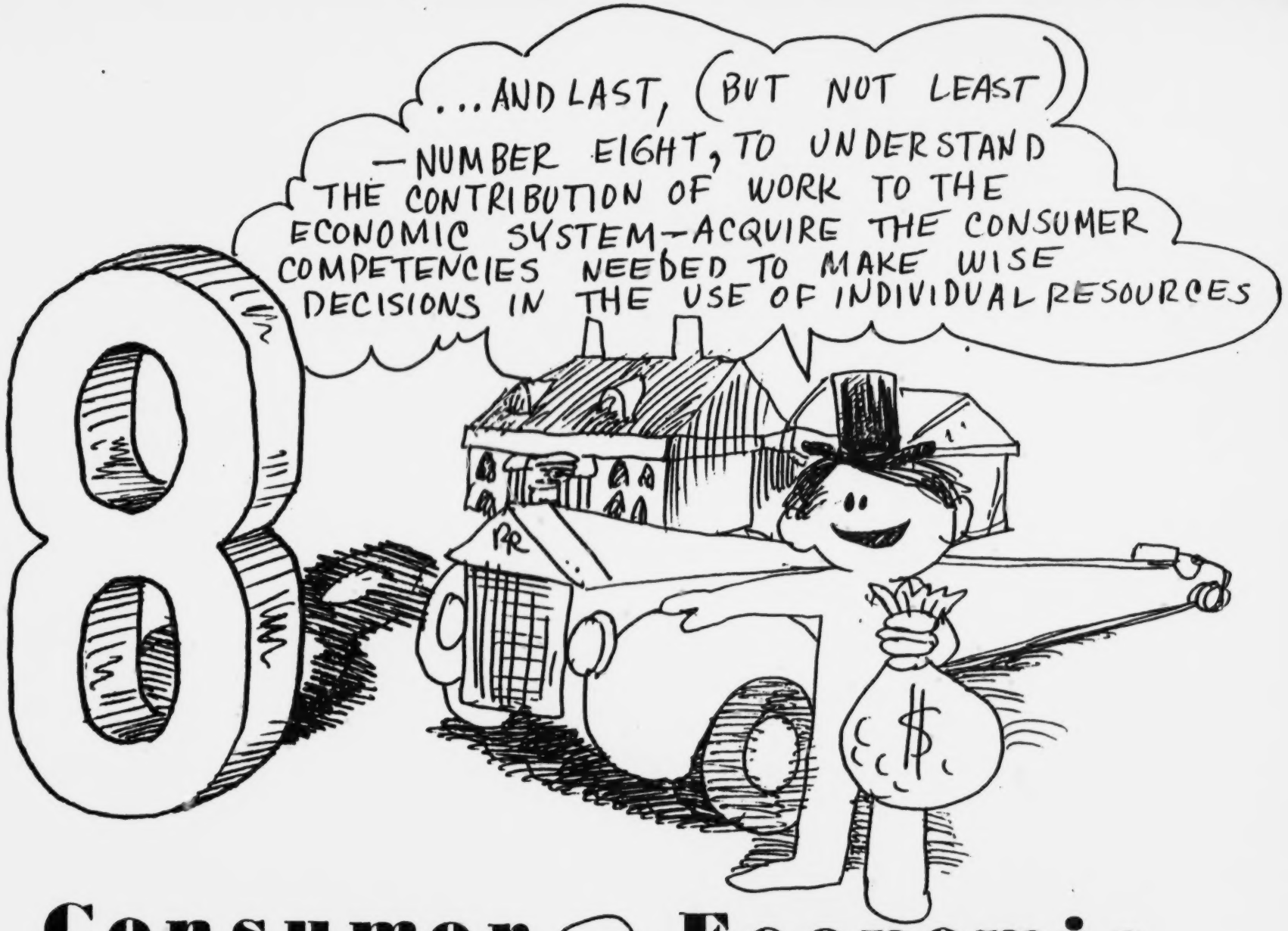
Career Awareness and Exploration


6
THE SIXTH GOAL IS TO ENGAGE IN A CAREER DEVELOPMENT PROCESS DESIGNED TO INCREASE KNOWLEDGE OF SELF, WORK, LEISURE AND SOCIETY.
...AND APPLY THIS KNOWLEDGE IN MAKING WISE DECISIONS
ALONG THE CAREER DEVELOPMENT CONTINUUM

Career Planning and Decision Making

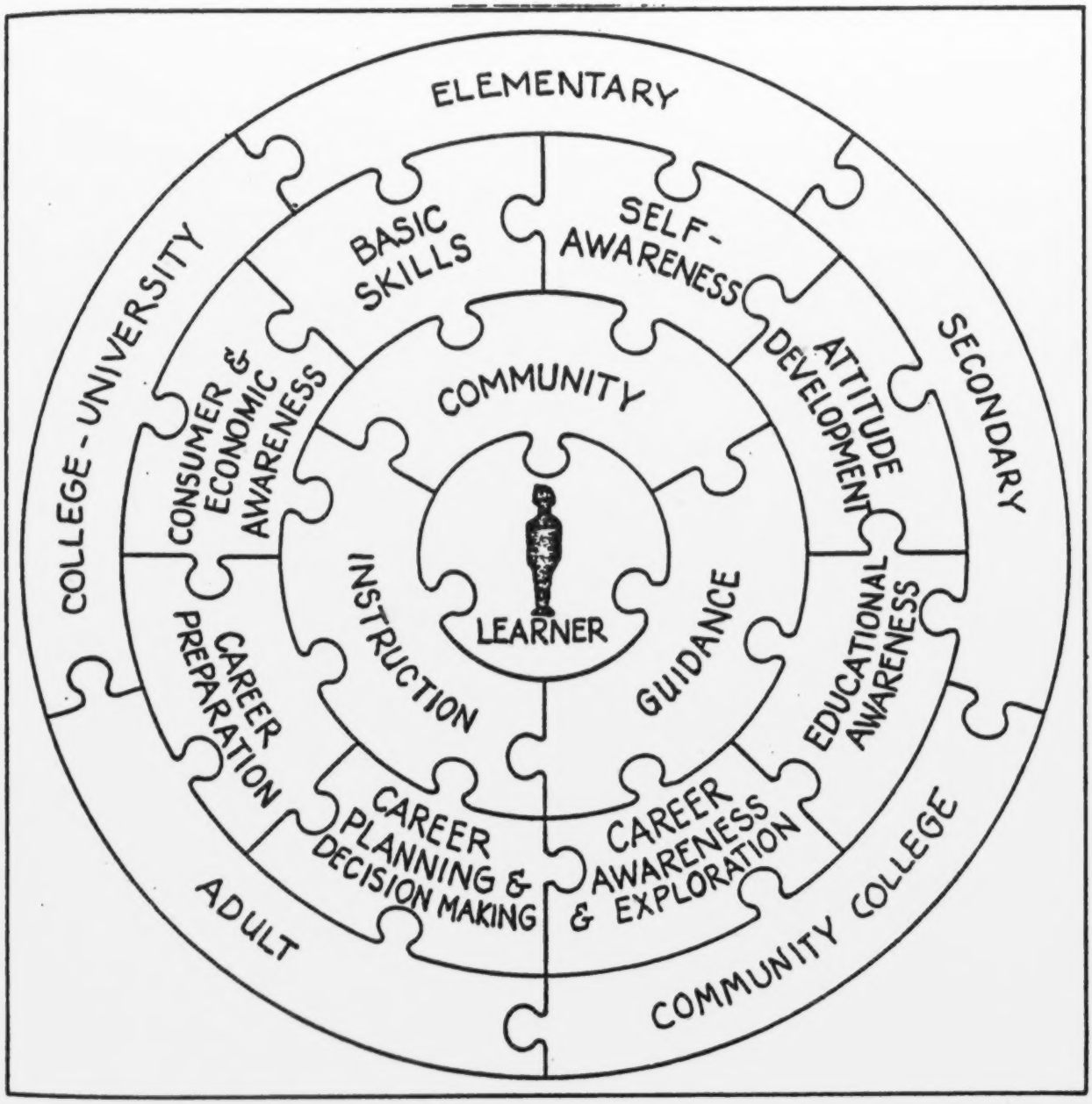


Career Preparation


...AND LAST, (BUT NOT LEAST)
—NUMBER EIGHT, TO UNDERSTAND THE CONTRIBUTION OF WORK TO THE ECONOMIC SYSTEM—ACQUIRE THE CONSUMER COMPETENCIES NEEDED TO MAKE WISE DECISIONS IN THE USE OF INDIVIDUAL RESOURCES
8
$

Consumer and Economic Awareness

CAREER EDUCATION



Preparing individuals for a satisfying career and life-style

Conceptual Model of Career Education

Career education is a "comprehensive, lifelong educational process. . . " Thus, it is not an educational program, such as vocational education or early childhood education. The conceptualization of the career education process shown above depicts career education as focusing on the needs of learners.

MIDDLE/JUNIOR HIGH CAREER EXPLORATION

Career exploration at the middle/junior high level should focus on:

> Providing individuals opportunities to explore the world of work with simulated and hands-on experiences involving materials, tools, processes, and personal relationships consistent with career opportunities.
>
> Helping individuals answer the questions, "Who Am I?", "What Kinds of Work Are There?", "What Kinds of Work Do I Like and Dislike?"
>
> Helping individuals develop work values.

Generally speaking, it is too early for middle/junior high school individuals to make specific vocational decisions. Rather, the emphasis should be upon exploring and expanding career options.

BREAKDOWN OF 7TH, 8TH, AND 9TH GRADE CAREER EDUCATION EMPHASES

7TH GRADE: OCCUPATIONAL AWARENESS

Students should receive an orientation to the world of work organized around occupational clusters plus observation of workers and work processes.

8TH GRADE: WORK VALUES

Students should explore several clusters through hands-on exploration of simulated work environments. Students should be encouraged to develop worker profiles based on work values chosen as a result of the hands-on exploration.

9TH GRADE: CAREER EXPLORATION

Students should choose several occupational clusters for in-depth hands-on exploration. This hands-on exploration can be accomplished through student participation in work training stations, in the classroom, on campus, and/or within the school district.

CAREER EDUCATION GOALS FOR ELEMENTARY LEVEL HANDICAPPED CHILDREN

1) Identify and provide specific instruction in basic concepts of work which provide a basis for attitudes.

2) Provide opportunity for development of work habits.

3) Identify occupational groupings or clusters and integrate them into basic educational skill instruction.

4) Involve students in self-discovery activities.

5) Introduce instruction in problem solving and decision making.

6) Provide opportunities for students to render services to others.

7) Provide opportunities for students to observe and interact with selected community workers.

8) Provide opportunity for students to acquire some basic psychomotor skills which are prerequisites for certain jobs.

9) Provide instruction in selection and use of leisure time.

CAREER ED GOALS FOR JUNIOR HIGH SCHOOL HANDICAPPED YOUTH

1) Expose students to a wide range of occupations through exploration of clusters.

2) Provide for "hands-on" experiences in simulated work environments and personal identification with role models from the community.

3) Provide career development instructional centers for individualized learning experiences.

4) Provide extensive career guidance activities.

5) Continue development of goals initiated at the elementary level. If basic competencies in attitudes toward work, work habits, self-awareness, problem-solving, and psychomotor skills are undeveloped, these should take precedence over goals 1-4.

CAREER EDUCATION GOALS FOR SENIOR HIGH SCHOOL HANDICAPPED YOUTH

1. Provide students with activities that unify basic subject areas with career development concepts and adult living skills.

2. Provide every student with intensive preparation in a selected occupational cluster or in a specific job in preparation for job entry and/or further training.

3. Provide extensive guidance and counseling services for every student.

4. Provide placement assistance services for all students.

IEP OBJECTIVES, SUGGESTED ACTIVITIES

AND MATERIALS/RESOURCES

GOAL CODES

A1. READING

0110 Readiness
- 0111 Visual
- 0112 Auditory

0120 Decoding
- 0121 Sound/Symbol Relationship
- 0122 Sight Vocabulary
- 0123 Phonetic Analysis
- 0124 Structural Analysis

0130 Oral Reading Skills

0140 Comprehension
- 0141 Context Clues
- 0142 Vocabulary Development
- 0143 Sequencing Ideas
- 0144 Finding Main Ideas
- 0145 Drawing Conclusions
- 0146 Differentiating Facts/Opinions

0150 Study Skills
- 0151 Dictionary Use
- 0152 Using Reference Materials
- 0153 Library Use
- 0154 Organizing Information
- 0155 Summarizing Information

0160 Purpose & Value of Reading

0170 Practical (Survival) Reading

A2. ORAL COMMUNICATION

0210 Auditory Perception
- 0211 Listening Skills
- 0212 Discrimination
- 0213 Memory/sequencing
- 0214 Comprehension

0220 Speech
- 0221 Pre-Articulation Skills
- 0222 Articulation
- 0223 Voice
- 0224 Fluency

0230 Expressive Language
- 0231 Concept Development (Vocab.)
- 0232 Grammar/Syntax
- 0233 Propositionality

A3. MANUAL INSTRUCTION

0310 Non-Oral Language
- 0311 Speech Reading
- 0312 Finger Spelling
- 0313 Sign Language
- 0314 Typing/Braille Writing
- 0315 Adaptive Communication (Communication Boards)
- 0316 Body Language

A4. WRITTEN COMMUNICATION

0410 Written Language
- 0411 Handwriting
- 0412 Spelling
- 0413 Grammar/Punctuation
- 0414 Composition (Sentence, Paragraph, Essay)

A5. COMPUTATIONAL SKILLS / MATH

0510 Math Readiness
- 0511 Number Recognition
- 0512 Counting
- 0513 Number Concepts

0520 Basic Math
- 0521 Addition
- 0522 Subtraction
- 0523 Multiplication
- 0524 Division
- 0525 Place Value/Regrouping
- 0526 Fractions
- 0527 Percentages
- 0528 Simple Algebra
- 0529 Simple Geometry

0530 Practical (Survival) Math
- 0531 Telling Time
- 0532 Measurement
- 0533 Reasoning/Word Problems

B. BODY COORDINATION

0610 Gross Motor

0620 Fine Motor

0630 Orientation
- 0631 Body Awareness
- 0632 Spatiality
- 0633 Directionality
- 0634 Laterality
- 0635 Manual Skills (Blind)
- 0636 Visual Efficiency (Partially Sighted)

C. HEALTH & HYGIENE

0710 Health
- 0711 Physical Fitness
- 0712 Nutrition
- 0713 Drug Education

0720 Hygiene
- 0721 Knowledge and Care of Body Systems

D. SELF CONCEPT

0810 Self Concept
- 0811 Identification of Body Parts
- 0812 Self-confidence
- 0813 Needs & Interests
- 0814 Personal Values
- 0815 Expression/Understanding
- 0816 Risk-taking/Decision Making
- 0817 Intra-personal Adjustment
- 0818 Adaptability

E1. SCHOOL ADJUSTMENT

0910 Relationships with Others
- 0911 Rel. with Peers
- 0912 Rel. with Adults
- 0913 Rel. With Authorities

0920 Classroom Behavior
- 0921 Attendance/Promptness
- 0922 Attention Span
- 0923 Task Completion
- 0924 Follows Directions
- 0925 Works Independently
- 0926 Self-discipline

E2. COMMUNITY ADJUSTMENT

1010 Social Skills
- 1011 General Public Speaking
- 1012 Manners
- 1013 Behaving Responsibly

1020 Family Life
- 1021 Child Care
- 1022 Human Sexuality
- 1023 Family Relations

F. VOCATIONAL & CAREER DEVELOPMENT

2010 Vocational & Career Development
- 2011 Exploration of Job Types
- 2012 Exploration of Interests and Aptitudes
- 2013 Specific Skills Training
- 2014 Applying for a Job
- 2015 Interviewing Techniques

G. DAILY LIVING SKILLS

3010 Self-help Skills
- 3011 Feeding/Eating/Drinking
- 3012 Toileting
- 3013 Grooming
- 3014 Dressing/Undressing

3020 Independent Living Skills
- 3021 Use of Public Transport.
- 3022 Use of Telephone
- 3023 Consumer Skills
- 3024 Housekeeping Skills
- 3025 Driving Skills

3030 Safety

3040 Recreation/Leisure Skills

STUDENT

PROGRAM

OTHER SERVICES

/ /
DATE

MACSEP
Form #10
8/15/77

COPY AVAILABLE

0170 - PRACTICAL READING

USING THE TELEPHONE DIRECTORY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
1. By _____, the student will use the telephone directory to locate names, addresses, and phone numbers of necessary services as measured by _____% accuracy on a teacher-made test.	1.1 Provide situations where students are asked to look in the phone book to answer, "Who would you call?" (e.g., your sink gets stopped up, your refrigerator quits working?)	1.1 Telephone Directories (Call GTE for extras)
	1.2 Give students lists of services to locate in the Yellow Pages.	1.2 Telephone Directories (Call GTE for extras)

0170 - PRACTICAL READING

ESSENTIAL CAREER WORDS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
2. By _____, the student will correctly read ____ out of ____ essential career/vocational words as measured by ____% accuracy on a teacher-made test.	2.1 Play word games using the words on the list "100 Most Essential Career/Vocational Words".	2.1 "100 Most Essential Career/Vocational Words" (See next two pages)
	2.2 Use the VAKT-Visual, Auditory, Kinesthetic, Tactile method for teaching sight word recognition.	2.2 Flashcards of essential career words; Kinesthetic/Tactile impressions of essential career words (words printed with raised letters, using glue, glitter, etc.)

100 Most Essential Career/Vocational Words

1. RULES
2. BOSS
3. EMERGENCY
4. DANGER
5. JOB
6. SOCIAL SECURITY
7. FIRST-AID
8. HELP WANTED
9. SAFETY
10. WARNING
11. SIGNATURE
12. TIME
13. ATTENDANCE
14. ABSENT
15. TELEPHONE
16. BILL
17. HIRED
18. OVERTIME
19. PUNCH IN
20. DIRECTIONS
21. PAYCHECK
22. WAGES
23. APPOINTMENTS
24. INCOME TAX
25. INTERVIEW
26. SUPERVISOR
27. VACATION
28. APPLY
29. FULLTIME
30. INCOME
31. QUIT
32. CHECK
33. CAREFUL
34. DANGEROUS
35. EMPLOYEE
36. LAYOFF
37. TAKE-HOME-PAY
38. UNEMPLOYED
39. COST
40. DEDUCTION
41. FIRED
42. CLOSED
43. PARTTIME
44. CORRECT
45. FOREMAN
46. TIME-AND-A-HALF
47. WORKER
48. BUY
49. RAISE
50. ON-THE-JOB

51. ENTRANCE
52. RESPONSIBLE
53. HOSPITAL
54. HOURLY RATE
55. SCHEDULE
56. INSTRUCTION
57. SAVE
58. UNION
59. CREDIT
60. ELEVATOR
61. PUNCTUALITY
62. RIGHTS
63. HOURS
64. PAYROLL
65. ATTITUDE
66. RELIABLE
67. WORK
68. CAUTION
69. LICENSE
70. POISON
71. OFFICE
72. POWER
73. QUALIFICATIONS
74. EARN
75. TRANSPORTATION
76. WITHHOLDING
77. VOTE
78. BREAK
79. COOPERATION
80. DEPENDABLE
81. MONEY
82. PHYSICAL
83. HAZARDOUS
84. NET INCOME
85. STRIKE
86. OWNER
87. REPAIR
88. ALARM
89. GROSS INCOME
90. MANAGER
91. REFERENCE
92. UNIFORM
93. HARD-HAT
94. AUTHORITY
95. TRAINING
96. HOLIDAY
97. LATE
98. PERSONAL
99. TOOLS
100. AREA

0530 - PRACTICAL MATH

0532 - MEASUREMENT (MONEY)

MAKING CHANGE

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
3. By _____, the student will correctly make change for up to fifty dollars as measured by _____% accuracy on a teacher-made test.	3.1 Have students practice making change using real or simulated money and simulated sales receipts.	3.1 Microtower "Making Change" or other commercially available materials.
	3.2 Have students play buying/selling games using simulated money. (e.g., Monopoly, teacher-developed games, student-developed games)	3.2 Money games; simulated money
	3.3 Have students develop and operate a "store" to practice making change correctly.	3.3 "Store" products; simulated money

0710 - HEALTH

0711 - PHYSICAL FITNESS

EXERCISING DAILY

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
4. By _____, the student will exercise for at least _____ minutes a day as measured by ____% rate of completion as shown on a student-kept graph or chart.	4.1 Involve a group of students in various team sports and/or individual sports.	4.1 Sports Equipment
	4.2 Have a coach, physical education teacher, or Adaptive P.E. teacher demonstrate exercises and discuss some types of exercise and the benefits of each.	4.2 Interested coach, physical education teacher, or Adaptive P.E. teacher.
	4.3 Hold class discussions about the exercises and sports activities the students are involved in. Discuss the benefits of regular exercise.	4.3 Discussion Questions

0710 - HEALTH

0712 - NUTRITION

PLANNING BALANCED MEALS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
5. By _____, the student will plan a one week menu consisting of three balanced meals per day and will make a shopping list within a set budget as measured by satisfying the four basic food group requirements and by keeping the cost of the foods within the set budget.	5.1 Invite a guest speaker (school dietician, nutritionist, etc.) to discuss the four basic food groups, meal planning, and consumer "hints". Have students ask relevant questions.	5.1 Arrangements for guest speakers, preparation, and follow-up activities.
	5.2 Take a field trip to a local market to identify food groups, to learn about different types and cuts of meat, fish, and poultry, and to learn about the job opportunities in markets.	5.2 Arrangements for field trip, preparation, and follow-up activities.
	5.3 Have students use the grocery store newspaper ads to find the lowest prices on various foods.	5.3 Grocery store newspaper ads, list of foods.
	5.4 Have students go through all the steps in preparing a meal (planning, writing shopping list, shopping, cooking, eating, cleaning).	5.4 Kitchen, newspaper ads, money to buy food.

0810 - SELF CONCEPT

0812 - SELF CONFIDENCE

POSITIVE ATTRIBUTES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
6. By _____, the student will state at least _____ positive attributes (physical, social, mental, psychological, etc.) as measured by the student's verbal and/or written reports.	6.1 Lead the class in "Values Clarification" exercises where students express feelings of worth. 6.2 Hold group discussions centered around topics such as: a) Feeling good about oneself. b) Taking pride in one's appearance, abilities, behavior towards others, etc. c) How others' actions affect one's feelings of worth. 6.3 Have students role-play people who demonstrate feelings of worth and people with little sense of worth. Optional: Videotape the role-plays and discuss the two extremes.	6.1 Values Clarification by Simon, Howe, and Kirschenbaum. Personalizing Education: Values Clarification and Beyond by Howe and Howe. 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells. 6.2 Discussion Questions 6.3 Role-Play Situations, VTR Equipment (optional).

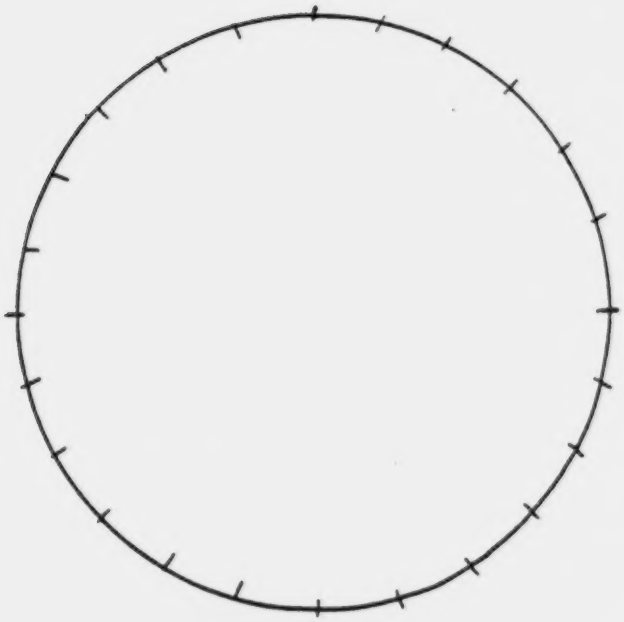
0810 - SELF CONCEPT

0813 - NEEDS AND INTERESTS (AND ABILITIES)

PERSONAL ABILITIES AND INTERESTS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
7. By _____, the student will state at least _____ personal abilities and at least _____ personal interests as measured by the student's verbal and/or written reports.	7.1 Lead the class in "Values Clarification" exercises (e.g., "Twenty Things I Love to Do", "Coat of Arms") 7.2 Hold group discussions centered around topics such as: a) Differences between abilities and interests. b) Ways to increase abilities and interests (e.g., study, practice). c) Hobbies to share with the group. d) Personal Growth Goals 7.3 Take a field trip to a local business to observe various workers' abilities. Have students ask questions and then develop a list of job titles and necessary abilities as observed on field trip.	7.1 Values Clarification exercises (See following pages) Values Clarification by Simon, Howe and Kirschenbaum. Personalizing Education: Values Clarification and Beyond by Howe and Howe. 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells 7.2 Discussion Questions 7.3 Arrangements for field trip preparation, and follow-up activities.

PIE OF LIFE



Divide the circle according to how much time is spent in each of the following activities in an average school day and label each slice. There are 24 hours in your day to account for.

1. sleep
2. school
3. at work (job)
4. with friends
5. on homework
6. alone
7. on chores
8. with your family
9. other activities

A. Are you satisfied with the sizes of your slices? _____

B. Is there anything you could do to change the sizes of any of your slices?

C. On the back of this page, draw your ideal pie.

TWENTY THINGS YOU LOVE TO DO

Page 1

If a job or career is going to satisfy and fulfill you, it will give you the opportunity to become involved in activities that you really like and have a special meaning to you. This exercise is to help you discover "what" it is that you prize or cherish in life.

Directions: On the next page, list as rapidly as you can twenty things you really love to do - big things or little things. You might list dancing, getting a paycheck, working on your car, helping a friend, playing ball, etc. It is perfectly all right to end up with more than twenty items, or fewer than twenty items. By the way, there is no "right" or "wrong" answers for this exercise. Each person has to find his or her own values.

20 Things You Love To Do	3 $ or more - $	Alone(A) W/People(P)	Most Important 1-5	5 Years from Now(5)	Risk (R)	Father's List Mother's List (f) or (m)	On the Job (J)	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

To really clarify this exercise you might look at your list as something which tells you a lot about you at this particular time in your life - as something that can help you learn about yourself. To help with this, complete one or more of these sentences:

1. I noticed that I .....

2. I was surprised that I .....

3. I was pleased that I .....

This list and the sentences you completed may have many implications for the career choices you make.

NAME_____

DATE_____

WORK SITUATIONS

Below is a list of work situations. Your willingness to work in the following situations helps us learn more about what career is best for you. Place a check in the column that best describes your feelings.

Situations	Like	OK	Dislike
1. Performing tasks that change frequently			
2. Working under pressure-time, criticism			
3. Influencing people's opinions and attitudes			
4. Directing other people on what to do			
5. Helping people			
6. Working with objects, things & tools			
7. Working with information, ideas or data			
8. Working with little supervision			
9. Performing tasks that are routine			
10. Performing tasks in a small area			
11. Moving about on the job			
12. Working mostly outside			
13. Working mostly inside			
14. Working in a quiet environment			
15. Working in an area with lots of people			

NAME_____

DATE_____

WORK VALUES

Below is listed several work values. You are to place a check after those 5 values you consider the most important for you when you decide on a job.

Values	5 Important
1. Adventure - doing exciting or risky activities	
2. Authority - in charge of others	
3. Busy - work to do all the time	
4. Co-workers - easy people to work with	
5. Creative - able to use own ideas	
6. Fairness - policies and boss are fair	
7. Independence - work on your own	
8. Income - receiving a high pay	
9. Promotions - a chance to move up to a better job and/or higher pay	
10. Recognition - receiving respect from others	
11. Responsibility - making good decisions on my own	
12. Routine - same work tasks each day	
13. Security - steady employment	
14. Successful - getting a job done well	

WORK VALUES - con't

Values	5 Important
15. Variety - different tasks each day	
16. Working conditions - attractive or good site	

NAME_____

DATE_____

PERSONAL VALUES

You are to list 5 personal values you most would like. Place them in rank order with number 1 being the one you would most like.

Values	Ranking
1. Ambitious - hardworking, aspiring	
2. Cheerful - lighthearted, joyful	
3. Clean - neat and tidy	
4. Dependable - trustworthy, reliable	
5. Forgiving - willing to pardon others	
6. Friendly - outgoing and likable	
7. Helpful - working for the welfare of others	
8. Honest - sincere and truthful	
9. Imaginative - daring and creative	
10. Independent - self-reliant and self-sufficient	
11. Loving - affectionate, tender	
12. Obedient - dutiful, respectful	
13. Polite - courteous, well-mannered	
14. Popular - known to all and respected	
15. Self-controlled - cool, self-disciplined	

VALUES AUCTION: STUDENT INSTRUCTIONS

Each of you is given $100.00 in $10.00 bills. Pretend this money is your life. It is the total amount of time, energy, strength and desire you have to invest in your values. First, you must decide how important each value is by putting them in rank order form 1 thru 10. Second, you must budget you $100.00 to invest it in that 1 to ? values you are willing to purchase at our auction. Remember others may also want that value. Do you want several values or just one? Decide what is your top bid on those important values. Do not budget more than you have. If you do not get a value during the auction you may put that money budgeted onto another value. Please record how much was actually paid for the value.

NAME_____

DATE_____

VALUES AUCTION

Values	Rank Order	Your Top Bid	Actual Price
1. Happy marriage & family			
2. Lots of friends			
3. Freedom to do what you want			
4. Long life without illness			
5. Nice home & car			
6. Success in your job			
7. Happiness			
8. World without war			
9. Good self esteem - feel good about yourself			
10. A really good love relationship			
11. Lots of money			

NAME_____

DATE_____

WRAPPING IT UP

Work Situation Likes

1.

2.

3.

4.

5.

6.

Work Values Top 5

1.

2.

3.

4.

5.

Personal Values Rank Order

1.

2.

3.

4.

5.

Auction Buys

1.

2.

3.

People-Data-Things

1.

2.

3.

0810 - SELF CONCEPT

0814 - PERSONAL VALUES

MY VIEWS . . .

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
8. By _____, the student will verbally state his/her current position on ____ personal and/or social issues and will provide a rationale for his/her position as measured by the student's verbal responses.	8.1 Lead the class in "Values Clarification" exercises where students are asked to express their opinion on various issues; (e.g., Values Clarification Strategies #3, #5, #8, #9, #12, etc.)	8.1 Values Clarification by Simon, Howe, and Kirschenbaum 100 Ways To Enhance Self Concept In The Classroom by Canfield and Wells
	8.2 Hold group discussions on issues such as the following: a. Energy and Conservation b. Legalization of Marijuana c. Police and the Law	8.2 Discussion Questions

0810 - SELF CONCEPT

0815 - EXPRESSION/UNDERSTANDING

LISTENING TECHNIQUES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
9. By _____, the student will state at least _____ good listening techniques (e.g., look at speaker, wait for speaker to finish, pay attention to speaker) and will demonstrate one of more of these techniques ___% of the time as measured by a teacher-made or student-made chart.	9.1 Have students brainstorm the do's and don'ts of a good listener. 9.2 Lead the class in various listening games and/or exercises. (For example: (a) Read or speak for several minutes and then ask questions (b) A student states an item he/she would take on a trip or a job he/she would like to have. The next student states the same and repeats the information given by all previous students. This cycle continues until all students have had a turn.) 9.3 Have students role-play situations demonstrating both appropriate and inappropriate listening. Then hold discussions on the consequences of each. 9.4 Have students practice writing down phone messages for office calls and for take-out food orders.	9.1 Chalkboard, chalk, teacher or student to record the ideas. 9.2 Listening games and/or exercises (teacher-developed or commercially developed) 9.3 Role-play situations 9.4 Microtower unit: "Message Taking"

0810 - SELF CONCEPT

0816 - RISK-TAKING/DECISION MAKING

PERSONAL GROWTH GOALS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
10. By _____, the student will state at least _____ personal growth goals, at least _____ steps to reach each goal, and will carry out those steps as measured by teacher, student, and/or parent reports of the student's goal attainment.	10.1 Hold class discussions related to topics such as: a) Differences between immediate and long-range goals. b) How to choose realistic goals c) How to reach goals	10.1 Discussion Questions
	10.2 Have students conduct personal interviews to find out how others set and reach personal goals.	10.2 Interview Questions, Suggested people for students to interview
	10.3 Conduct values clarification exercises with the class to help students identify and reach personal goals.	10.3 Values Clarification by Simon, Howe, and Kirschenbaum Personalizing Education: Values Clarification and Beyond by Howe and Howe 100 Ways to Enhance Self-Concept in the Classroom by Canfield and Wells

0810 - SELF CONCEPT

0817 - INTRA-PERSONAL ADJUSTMENT

COPING STRATEGIES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
11. By _____, the student will state at least _____ coping strategies to deal with feelings of anger (frustration, etc.) and will use one or more of these strategies ____% of the time as measured by a teacher-made or student-made chart.	11.1 Have students read books, articles, etc., which deal with coping strategies and then participate in group discussions based on material read and/or personal experiences.	11.1 "Coping with Series" Contact Unit: "Maturity" and other related materials, Discussion Questions
	11.2 Have students role-play situations in which they must use coping strategies to deal with emotions.	11.2 Role-Play Situations
	11.3 Invite an art therapist to work with a group of students and to discuss how art can be used as emotional expression.	11.3 Art Therapist Art materials
	11.4 Have a guest speaker from the field of mental health discuss how to release tension without hurting others.	11.4 Arrangements for guest speaker, preparation, and follow-up activities

0910 - RELATIONSHIPS WITH OTHERS

0911 - RELATIONSHIPS WITH PEERS

MAKING FRIENDS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
12. By _____, the student will state at least _____ components of friendship and will gain at least _____ new friends as measured by student and friend reports.	12.1 Have students brainstorm the characteristics of a friend. 12.2 Have students role-play making a new friend and/or problem situations where they must respond to a friend's problem. 12.3 Hold group discussions related to topics such as: a) What friendship means to you b) How to choose and make friends c) How to be a friend to others d) What activities, etc., you share with friends	12.1 List of suggested characteristics (e.g., open, sincere, understanding, friendly, helpful, trusting, honest.) 12.2 Role-Play Situations 12.3 Discussion Questions

0910 - RELATIONSHIPS WITH OTHERS

0911 - RELATIONSHIPS WITH PEERS

SOLVING PEER PROBLEMS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
13. By _____, the student will eliminate ___ behaviors which cause problems with peer relationships as measured by daily and/or weekly charting of such behaviors.	13.1 Hold discussions with the student related to topics such as: a. What things do you look for in a friend? b. What behaviors most often cause you problems with your peers? c. What steps can you take to reduce and eliminate these behaviors?	13.1 Discussion Questions
	13.2 Role-play situations where the student must respond to various problems in peer relationships.	13.2 Role-play Situations

0920 - CLASSROOM BEHAVIOR

0923 - TASK COMPLETION

COMPLETING ASSIGNMENTS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
14. By _____, the student will complete ___% of assigned tasks without supervision as measured by daily charts of completed work.	14.1 Set up a strict behavioral contract with daily positive reinforcement for work completed with supervision and for work completed without supervision; have the student keep a daily chart.	14.1 Teacher-developed behavioral contract; charting system

1010 - SOCIAL SKILLS

1012 - MANNERS

PRACTICING GOOD MANNERS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
15. By _____, the student will display good manners as measured by performing each of the following ___% of the time: a. Using proper language in speaking to others. b. Waiting until another person has finished talking before talking. c. Maintaining eye contact with the teacher when he/she gives individual directions. d. Saying please and thank you.	15.1 Give student a list of good and poor manners and have him/her state which are good manners and which are poor manners. 15.2 Role-play situations involving good and poor manners. Discuss the consequences of each. 15.3 Plan and carry out a classroom party. Have the student evaluate the manners practiced during the party. 15.4 Have the student keep a tally sheet of good and poor manners used daily. Give daily reinforcements for improvements in manners.	15.1 Teacher-developed list of good and poor manners. 15.2 Role-play situations 15.3 Party arrangements 15.4 Tally sheet for charting behavior; reinforcers

1010 - SOCIAL SKILLS

1013 - BEHAVING RESPONSIBLY

POSITIVE SOCIAL BEHAVIOR

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
16. By _____, the student will demonstrate acceptable social behavior during group activities ___% of the time as measured by teacher or student-kept charts.	16.1 Discussion and role-playing of situations where students work out negative feelings by talking about the feelings rather than acting out. Discuss which people are available to listen to students' feelings. Discuss the five emotions of anger, sadness, fear, happiness, and surprise and common behavior for each emotion.	16.1 Discussion Questions; Role-play situations Pictures of students displaying various emotions.
	16.2 Have students discuss the meaning of "conformity". Have students name two situations where conformity is acceptable and two situations where it could be dangerous. (i.e., clothing fads, taking shelter in emergencies, shoplifting, taking drugs, etc.)	16.2 Discussion Questions Pictures of acceptable conforming behavior and dangerous conforming behavior.
	16.3 Have students write, and act out skits or create puppet shows, showing acceptable and unacceptable social behavior.	16.3 Ideas for skits; Materials for props and sets
	16.4 Have students make a scrapbook illustrating good social behavior in group activities.	16.4 Construction paper, scissors, glue, magazines, crayons, etc.

1010 - SOCIAL SKILLS

1013 - BEHAVING RESPONSIBLY

GOOD SPORTSMANSHIP

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
17. By _____, the student will display good sportsmanship behavior ___% of the time as measured by teacher or student-kept charts of behaviors such as the following: a. Took turns. b. Followed the rules. c. Played game to its finish. d. Shook hands at the end of the game.	17.1 Role-play situations where good and poor sportsmanship are practiced. Have students discuss the consequences of each. 17.2 Have student chart his sportsmanship behavior every day. Provide positive reinforcement for good sportsmanship behavior.	17.1 Role-play situations; Discussion questions 17.2 Chart; positive reinforcers

1010 - SOCIAL SKILLS

1013 - BEHAVING RESPONSIBLY

HONESTY AND RESPONSIBILITY

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
18. By _____, the student will display honesty and responsibility for his/her own actions ___% of the time as measured by teacher records of such incidents (i.e. not using others possessions without their permission, not stealing, cheating, lieing or defacing others' property, etc.)	18.1 Role-play acceptable procedures for borrowing and using the property of others, for test-taking, and for obtaining items in a store. Discuss the consequences of the unacceptable procedures.	18.1 Role-play situations Discussion questions
	18.2 Discuss "what would you do if . . ." questions which relate to the student's personal values and how they would or would not assert those values in various situations.	18.2 "What Would You Do If . . ." situations Values Clarification by Simon, Howe, and Kirschenbaum
	18.3 Go on a class field trip to the local police station or to the Police Academy.	18.3 Field Trip arrangements, including preparation and follow-up activities.

1020 - FAMILY LIFE

1022 - HUMAN SEXUALITY

THE REPRODUCTIVE SYSTEM

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
19. By _____, the student will state the correct names for the parts of the body which make up men and women's reproductive systems as measured by achieving ___% accuracy on a teacher-developed test.	19.1 Hold a weekly lesson covering various aspects of sex education. Have guest speakers, field trips, and group discussions related to various topics.	19.1 Illustrations of the reproductive systems of men and women; filmstrips, films, and other materials related to sex education.
	19.2 Have a guest speaker from Planned Parenthood, the local health clinic, or similar agencies talk to the class about reproduction and birth control.	19.2 Arrangements for guest speaker including preparation and follow-up activities.

1020 - FAMILY LIFE

1023 - FAMILY RELATIONS

COOPERATION AND RESPONSIBILITIES

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
20. By _____, the student will demonstrate cooperation and will accept and practice at least two responsibilities towards his/her family as measured by student-kept charts and as confirmed by at least one of the parents.	20.1 Discuss the major activities and responsibilities which correspond with the following life stages: infancy, childhood, teenage, adult, senior citizen.	20.1 Pictures of people at the various stages of life.
	20.2 Have students make a scrapbook of the jobs he/she does at home.	20.2 Construction paper, scissors, glue, magazines, crayons, etc.
	20.3 Have a group discussion on the meaning of "cooperation" and "responsibility". Have students share concrete examples from their own family situations. Have students name three things their family provides for them and three things they provide for their family.	20.3 Discussion Questions
	20.4 Role-play situations involving family cooperation and family conflicts; discuss each situation.	20.4 Role-play situations

GROUP ACTIVITIES FOR CAREER EXPLORATION

1. Show P.I.E.S. slides and allow discussion of each. Guide discussion by encouraging students to describe the task being performed. Do not spend too much time on any one slide. Approximately thirty seconds per slide should be adequate time.

2. Divide class into 2 or more teams. Explain that the class is going to play a game about the world of work and they will be looking at the P.I.E.S. slides of a worker performing a task which is typical of his or her job. Rotate the opportunity to respond between teams. Allow approximately 10 seconds for response. If the team responds correctly within the time limit, the team scores a point. The team with the most points wins.

   From one to four options may be selected for play. Options include: identification of worker (career title), identification of task being performed, identification of career cluster, or any combination.

3. Divide the class into groups and have each group "research" one of the career clusters. An oral presentation utilizing charts, graphs, or pictures might be made by each group. Each group might be responsible for doing one or more of the following:

   a) Make arrangements for a guest speaker, who would be representative of their career cluster, to talk to the class. (With minimal assistance from the teacher, the students should locate speakers, explain purpose of talk, invite, arrange date and time, and write follow-up thank you letter).

   b) Make arrangements for a career field trip or job observation. (Procedures should be similar to those in(a)).

   c) Cut sample classified ads from the newspaper describing job openings or individuals seeking jobs in their career clusters; have students write their own ads.

   d) Using the telephone book yellow pages, find the name, address, and telephone number of a company which employs people from their cluster and write a practice letter of application or make a telephone inquiry.

   e) List the steps which must be taken to enter their career cluster.

   f) Develop a skit representative of the group's career cluster.

CAREER EXPLORATION ACTIVITIES FOR MIDDLE/JR. HIGH SCHOOL STUDENTS

1. "STRENGTH GROUPS": Weekly "meetings" in which students discuss what things they can do best and/or what accomplishments they have made. Students are encouraged to discuss the implications such accomplishments hold for their future work. This is an ideal setting to teach decision-making skills.

2. CAREER RESOURCE UTILIZATION: Career resource centers, field trips, and speakers. These activities should emphasize the broadening of career role models, including those which show men and women in nontraditional careers.

3. SHADOWING: Observation of an actual community worker. This type of experience is usually a one time observation, the purpose of which is to give students a realistic understanding of the world of work. Students can rotate to shadow several different types of workers.

4. WORK SIMULATION: Hands-on work experiences as found in commercially developed materials such as "Project Discovery" and "Microtower" and also found in teacher developed materials.

5. WORK TRAINING: Work experiences in the classroom, on campus, or within the school district which encourage the development of positive work attitudes, values, and habits.

6. CAREER "INFUSION": Activities which relate regular school subjects more closely to careers and to the world of work. Career education can be infused into all subjects, including language arts, social studies, reading, science, math, physical education, and so on. This is an ideal approach for resource specialists who spend most of their time teaching the major subject-matter areas.

7. "CAREER WEEK" OR "CAREER DAY": One week or one day can be spent utilizing resource persons from the community, including parents, employers, and persons employed in various occupations. This can be combined with a field trip or a series of field trips which better orient students to the world of work.

8. "CAREERS OF THE MONTH": Feature a different cluster of occupations each month. Choose a theme for each month. Highlight the theme with activities related to the particular cluster, including field trips, guest speakers, bulletin boards, and so on.

9. WORK VALUES SCRAPBOOK: Class can keep a scrapbook of newspaper photographs which depict "success" or "failure" among workers in various occupations. Discussions regarding the meaning of these terms may follow. Other work values can be identified. Newspaper photographs which illustrate these values may be added to the scrapbook.

10. CLASS PROJECTS: Begin a class project whereby each student plays the role of a particular worker in order to carry out the project. For example, the project might involve a community action project such as a fight against pollution and littering. Students decide which jobs are required and volunteer for one or more jobs. The project might involve one class, the entire student body of the school, or the community as a whole.

11. WORD GAMES: This is an example of how to infuse career education into the language arts area. Word games related to various industries and/or career clusters are a fun way for students to gain skills in both language arts and in career-related vocabulary. Some word games follow on the next three pages.

WORDS IN CARPENTRY

See if you can find fifty or more words using the letters in the word CARPENTRY. Your words must contain three letters or more. No proper nouns, abbreviations, or foreign words should be used.

1. _____	18. _____	35. _____
2. _____	19. _____	36. _____
3. _____	20. _____	37. _____
4. _____	21. _____	38. _____
5. _____	22. _____	39. _____
6. _____	23. _____	40. _____
7. _____	24. _____	41. _____
8. _____	25. _____	42. _____
9. _____	26. _____	43. _____
10. _____	27. _____	44. _____
11. _____	28. _____	45. _____
12. _____	29. _____	46. _____
13. _____	30. _____	47. _____
14. _____	31. _____	48. _____
15. _____	32. _____	49. _____
16. _____	33. _____	50. _____
17. _____	34. _____	

Carpentry Word Game from Career Education in the Middle/Junior High School by Evans, Hoyt, and Mangum

SCRAMBLED WORDS FOR THE CONSTRUCTION INDUSTRY

Below are some scrambled words associated with the construction industry. Unscramble the letters to form words that apply to that industry; for example, the first, "mehmar," rearranged spells "hammer."

1.	mehmar	hammer
2.	evis	_____
3.	earcb	_____
4.	gesuar	_____
5.	velel	_____
6.	ibt	_____
7.	wsa	_____
8.	lnai	_____
9.	wescr redvir	_____
10.	sliper	_____
11.	fahl htachte	_____
12.	hups lridl	_____
13.	slandoiga	_____
14.	eiwhn	_____
15.	cetrecsn	_____
16.	rameer	_____
17.	lina tse	_____
18.	kcalh niel	_____
19.	blump bbo	_____
20.	tirsnat	_____
21.	sichel	_____
22.	leur	_____

Anagrams for the Construction Industry
From Career Education in the Middle/Junior High School by Evans, Hoyt, and Mangum

WORD GAME FOR CONSTRUCTION INDUSTRY TERMS

The words listed below are hidden in this puzzle. Find and circle each one. They may be forward, backward, or diagonal. One has been located for you. Some letters are in more than one word.

E K C E L L O T E X O L A P X Y
P L A T E Z B R Q R H I K O S F
B R E A K E R I J G D A B Q E N
E Y F C F R A M E C B N W S R O
L V E N T A C K D O O R I H T I
R E T F A R E X Q I B T R I T T
N I L R U P I Z T S G A I N I I
O S I D I N G C E I L I N G U T
I Y D S N O N P A L W X G L D R
T M T L F U D C V L U I T E N A
A U T G J C A K E V O K N A O P
D H S U B F L O O R L U L D C V
N O I T A L U S N I B S T C O U
U K O B J R E C E P T A C L E W
O A J R E N R O C T I H J D E S
F O O T I N G R E D A E H M Y T

1. brace
2. breaker
3. ceiling
4. cellotex
5. conduit
6. corner
7. door
8. eave
9. electrical outlet
10. footing
11. foundation
12. frame
13. header
14. insulation
15. joist
16. junction box
17. nail
18. partition
19. plate
20. purlin
21. rafter
22. receptacle
23. shingle
24. siding
25. sill
26. stud
27. subfloor
28. tack
29. trim
30. window
31. wiring

Word Puzzle Terms in the Construction Industry from Career Education in the Middle/Junior High School by Evans, Hoyt, and Mangum

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

CAREER EXPLORATION

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
21. By _____, the student will explore at least ___ jobs or job families as measured by written or oral student reports of the exploration activities.	21.1 Have students write letters soliciting resource persons as guest speakers. Have students handle the arrangements for the guest speaker, including writing thank-you notes.	21.1 Suggested resource persons and agencies (See "Community Resources" section)
	21.2 Set up field trips where students view business operations and/or interview various workers.	21.2 Field trip arrangements, including preparation and follow-up activities.
	21.3 Have students explore jobs through filmstrips, books, and other audio-visual and print materials.	21.3 Time Share: "J.O.B. Tours" Singer: "Community Workers and Helpers" Fearon: "The Job Box"

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

EIGHT KINDS OF WORK

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
22. Given various job titles within specific types of work, by _____, the student will correctly identify six out of eight types of work as measured by a teacher-made oral or written test. Eight kinds of work: 1. Clerical 2. Sales 3. Service 4. Physical 5. Driving/Operating 6. Mechanical/Repairing 7. Caring/Helping 8. Creative	22.1 Play charades and other games where students identify the correct job and job cluster.	22.1 "Janus Job Planner"

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

USOE OCCUPATIONAL CLUSTERS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
23. By _____, the student will name at least one job from each of the U.S. Office of Education occupational clusters as measured by 75% accuracy on a teacher-made test.	23.1 Hold group discussions on the different USOE clusters, the characteristics and skill requirements of each.	23.1 List and description of USOE clusters. (See next pages)
	23.2 Play matching games in which students match jobs to the appropriate occupational cluster.	23.2 Teacher-made or student-made games.
	23.3 View and discuss filmstrips which describe the USOE career clusters.	23.3 Time Share Corporation: "J.O.B. Tours" Xerox Education Corporation: "Big Blue Marble"

SAMPLE OCCUPATIONAL CLUSTERING SYSTEMS

U.S. OFFICE OF EDUCATION CAREER EDUCATION CLUSTERS

1. Construction Occupations
2. Manufacturing Occupations
3. Marketing and Distribution Occupations
4. Agri-Business and Natural Resources Occupations
5. Marine Science Occupations
6. Health Occupations
7. Public Service Occupations
8. Business & Office Occupations
9. Communications and Media Occupations
10. Transportation Occupations
11. Environmental Control Occupations
12. Hospitality & Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities
15. Consumer and Homemaking-Related Occupations

HUMRRO SYSTEM (REVISED USOE SYSTEM)

K-3
- Goods Producing Occupations
- Service Occupations

Grades 4-6
- Industry
- Commerce
- Social Science
- Services
- Arts

Grades 7-9 (Industry Classifications)
- Natural Resources
- Construction
- Manufacturing
- Transportation & Communication
- Trade and Finance
- Government
- Education
- Health and Welfare
- Personal Services
- Production Services
- Arts and Humanities
- Recreation and Hospitality

OREGON CAREER EDUCATION CLUSTERS

1. Mechanical and Repair
2. General Clerical
3. Basic Marketing
4. Agriculture
5. Food Service
7. Wood Products
8. Secretarial
9. Metal Working
10. Bookkeeping & Accounting
11. Health
12. Electrical-Electronics
13. Social Service
14. Graphic Arts

MICHIGAN CAREER EDUCATION CLUSTERS

1. Agriculture-Natural Resources
2. Art and Science
3. Communications & Media
4. Construction
5. Distribution
6. Health
7. Home Economics
8. Hospitality & Recreation
9. Manufacturing
10. Office
11. Service
12. Transportation

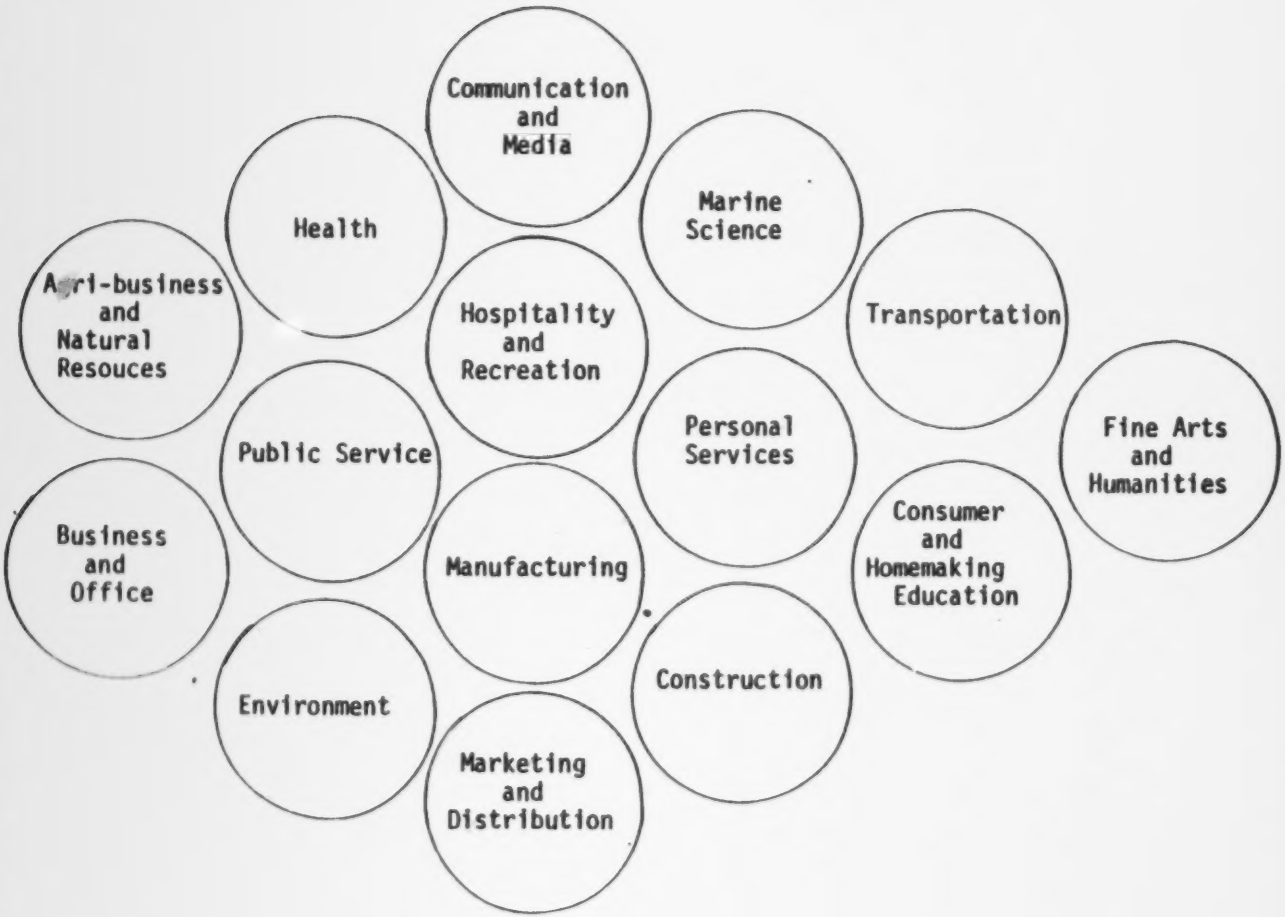
JOHN HOLLAND'S CATEGORIES OF OCCUPATIONS

1. Enterprising
2. Social
3. Artistic
4. Conventional
5. Intellectual
6. Realistic

ROE'S FIELDS-OF OCCUPATIONS

1. Service
2. Cultural
3. Business Contact
4. Organization
5. Arts and Entertainment
6. Outdoor
7. Science
8. Technology

UNITED STATES OFFICE OF EDUCATION (USOE)CAREER CLUSTERS



SIX COMPREHENSIVE OCCUPATIONAL CLUSTERS

1. Social, Health and Personal Services
2. Business Sales and Management
3. Business Operations
4. Technologies and Trades
5. Natural, Social and Medical Sciences
6. Creative and Applied Arts

1. Social, Health and Personal Services

   a. Education and social services
   b. Nursing and human care
   c. Personal and household services
   d. Law enforcing/protective services

2. Business Sales and Management Cluster

   a. Promotion, direct contact sales
   b. Management and planning
   c. Retail sales and services

3. Business Operations Cluster

   a. Clerical and secretarial work
   b. Paying, receiving and bookkeeping
   c. Office machine operation
   d. Storage, dispatching and delivery

4. Technologies and Trades Cluster

   a. Human services crafts
   b. Repair, service home/office equipment
   c. Growing-caring for plants/animals
   d. Construction and maintenance
   e. Transport equipment operation
   f. Machine operation, service, repair
   g. Engineering, applied technologies

5. Natural, Social and Medical Sciences

   a. Natural science and mathematics
   b. Medicine and medical technologies
   c. Social sciences and legal services

6. Creative and Applied Arts Clusters

   a. Creative arts
   b. Applied arts (verbal)
   c. Applied arts (visual)
   d. Popular entertainment

U. S. OFFICE OF EDUCATION OCCUPATIONAL CLUSTERS

1. Agri-Business and Natural Resources
2. Business and Office
3. Communications and Media
4. Construction
5. Consumer - Homemaking
6. Environment
7. Fine Arts and Humanities
8. Health
9. Manufacturing
10. Marine Science
11. Marketing and Distribution
12. Personal Service
13. Public Service
14. Recreation and Hospitality
15. Transportation

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

EDUCATION LEVELS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
24. By _____, the student will correctly state the minimum education level required for various occupations as measured by achieving ___% accuracy on a teacher-made test.	24.1 Have students learn common abbreviations found in the want ads; Have students cut out want ads which state a required minimum level of education.	24.1 Want ads, scissors.
	24.2 Have students interview their parents and other community workers to find out the minimum educational levels required for various occupations and also, where training is avaiable for those occupations (vocational schools, on-the-job training, community colleges, ROP's, etc.). Optional: Have students tape their interviews and play them back for the entire class.	24.2 Suggested resource persons to interview; Interview questions; Optional: Tape recorder and blank cassette tape.

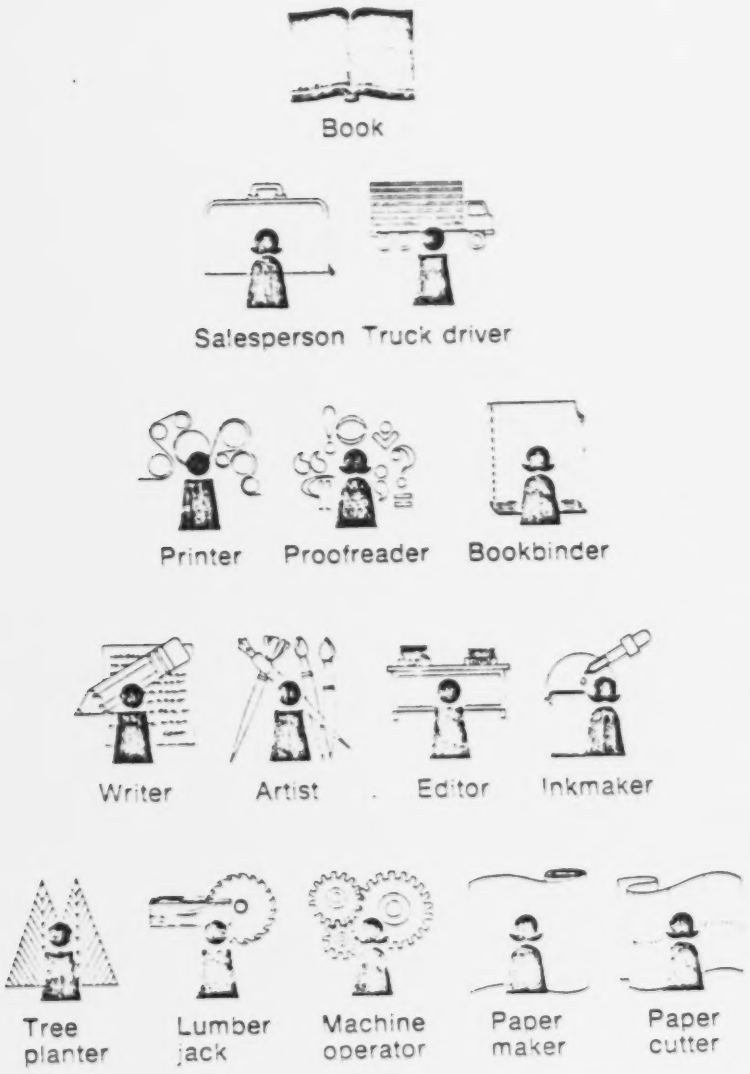
2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES

PEOPLE PYRAMIDS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
25. Given three occupational clusters, by ____, the student will correctly list at least ___ occupations which make up each cluster and will state what tasks each occupation involves as measured by ___% accuracy	25.1 Construct "people pyramids" which illustrate how various jobs lead to a final product. (See next page) Discuss which occupational cluster the jobs fall under and how the jobs are interdependent. Keep a notebook of the "people pyramids".	25.1 Ideas for "people pyramids"; List of occupational clusters and jobs which make up the clusters. (See the following page)
	25.2 Play various teacher-developed games in which a cluster is named and students must state job titles which make up the cluster or vice versa.	25.2 Teacher-developed games.

PEOPLE PYRAMID IN THE PUBLISHING FIELD



from Career Education in the Middle/Junior High School by Evans, Hoyt, and Mangum

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2011 - EXPLORATION OF JOB TYPES
INTERVIEWING COMMUNITY WORKERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
26. By _____, the student will conduct _____ interviews with community workers as measured by a written, verbal, or taped summary of each interview.	26.1 Brainstorm with class the names and/or occupations of possible workers to interview.	26.1 Suggested community workers (could be district or school employees, relatives, friends, guest speakers, former students, etc.)
	26.2 Brainstorm with class possible interview questions. Have one student copy questions from board. Have questions typed up and passed out to students.	26.2 Possible Interview Questions (See next page).
	26.3 Have student decide on a community worker to interview, write out the interview questions, and carry out the actual interview. (Optional: Tape the interview).	26.3 Job Interview Questionnaire (See Following Pages)

POSSIBLE INTERVIEW QUESTIONS

1. What special skills are needed for your job?

2. What background of education or experience would help me to get a job like yours?

3. What special interests did you have that led you to seek this particular job?

4. What type of person would be most successful at this job?

5. What jobs did you have before you obtained this position?

6. Do you hope eventually to go into some other type of job? If so, what other field has this experience prepared you for?

7. Has your job or work changed greatly in the last few years? How do you think this job will be in the next five years?

BEST COPY AVAILABLE

JOB INTERVIEW QUESTIONNAIRE
Interview with a Worker

Name of occupation_____Place of employment_____

DUTIES AND RESPONSIBILITIES OF THIS OCCUPATION

1. What do you do on a typical day in your job?

2. Did you do anything yesterday that was different from the day before? Last week? Last month?

ADVANTAGES OF THIS TYPE OF OCCUPATION

3. Why did you take this job?

4. What part of this job do you like best?

CONTRIBUTION OF THIS OCCUPATION TO OTHERS

5. Who depends on your work?

EFFECT OF ENVIRONMENTAL CHANGES ON THIS TYPE OF WORK

6. What experiences and training on this job might prepare you fo another job should you ever want to change or need to change?

7. Are people with your kind of skills usually needed even when business may be bad?

8. What kinds of changes are taking place in this type of work?

9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?

10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

GEOGRAPHICAL AREA

11. Is this type of work limited to a geographical area? If so, please explain.

BEST COPY AVAILABLE

JOB INTERVIEW QUESTIONNAIRE
Page 2

QUALIFICATIONS NEEDED FOR THIS KIND OF WORK

12. Education:

13. Training:

14. Experience:

15. License:

16. Union membership:

17. Personality Characteristics:

18. Abilities:

CLASSES IN JUNIOR HIGH AND HIGH SCHOOL THAT HELP IN THIS OCCUPATION

19. What classes did you take in junior high and high school that help you now in this type of work?

LEISURE ACTIVITES:

20. How many hours a day do you have for leisure-time activities?

21. What are your leisure activities?

22. Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on this job?

RECOMMENDATION TO YOUNG PEOPLE ENTERING THE JOB MARKET:

23. What advice would you give to a person planning to enter this type of work?

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES

HANDS-ON EXPLORATION

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
27. By _____ the student will explore at least ___ occupations he/she is interested in as measured by completing hands-on exploration of real and/or simulated jobs.	27.1 a. Determine student's major interest areas. b. Set up hands-on exploration of these interest areas. c. Assist student in completing the exploration steps.	27.1 "Janus Job Planner" Interest Inventory; Project Discovery; Job simulations; Campus or community job sites.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES

THREE INTEREST AREAS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
28. By _____, the student will state at least three career interest areas as measured by the student's oral and/or written reports.	28.1 Have student name 5 things he/she is able to do and 5 things he/she is unable to do. Discuss realistic versus unrealistic career choices (i.e., nurse's aide versus doctor) and the reasons why certain choices are unrealistic.	28.1 Discussion Questions
	28.2 Expose students to the various career clusters and types of jobs within each. Again, discuss realistic versus unrealistic choices.	28.2 Filmstrips: SVE "Community Workers Series" Timeshare "J.O.B. Tours" Books: Creative Education "Early Careers Series" Fearon "The Job Box" Fearon "Pacemaker Readers" with accompanying cassettes.
	28.3 Take students on field trips of various businesses. Invite employers and parents to class for presentations about their work and how they became interested in that type of work.	28.3 Community contacts (See section on Community Resources)

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES
LIKES AND DISLIKES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
29. By _____, the student will identify at least _____ types of work he/she likes and at least _____ types he/she dislikes as measured by the student's verbal and/or written statements.	29.1 Have students classify jobs according to the categories of people, data, or things. Then hold class discussion on which category each student prefers and why.	29.1 List of jobs. (This activity can be turned into a matching game played with job cards or on the board.)
	29.2 Have students discuss environmental variables such as temperature, noise level, degree of danger, inside or outside, required clothing, etc. Then have each student choose a preferred work environment.	29.2 List of environmental variables.
	29.3 Have students select from a list of work activities or occupations those he/she likes and those he/she dislikes. (Students should complete this activity by themselves and then share their individual ideas in a small group.)	29.3 List of work activities or occupations.
	29.4 Class discussion where each student discusses his/her favorite work activity and the reasons why he/she likes the activity the most. (Set up this activity so that each student must discuss a different work activity and/or a different reason than stated by previous students.)	29.4 Discussion Questions

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2012 - EXPLORATION OF INTERESTS AND APTITUDES

WORK TRAINING STATION

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
30. By _____, the student will choose a work training station to explore as measured by the student's verbal or written statements.	30.1 Invite the Career Counselor and/or Career Educator to speak with class about possible work training stations.	30.1 Career Counselor Career Educator
	30.2 Hold group discussions where students who have been on work training stations explain their duties and their feelings to other class members. Have students think up new work training stations.	30.2 List of existing Work Training Stations

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013- SPECIFIC SKILLS TRAINING

SKILL AND ATTITUDE IMPROVEMENT

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
31. By _____, the student will improve his/her skills and attitude towards school (or work) as measured by receiving at least ____ "excellent" ratings on the Student Worker Evaluation Form.	31.1 a. Develop classroom and campus work training stations for students to participate in on a regular basis. b. Assign training stations to individual students. c. Evaluate students' progress every other week. d. Discuss evaluation with individual students. e. Rotate work training stations.	31.1 List of work training stations (see next page) Student Worker Evaluation Form (see following page)

MIDDLE/JUNIOR HIGH SCHOOL WORK TRAINING STATIONS

Classroom Work Training Stations

Classroom Messenger
Classroom Aide
Classroom Custodian or Housekeeper
Classroom Gardener

Campus Work Training Stations

Custodial Aide
Locker Room Aide
Library Aide
Audio-Visual Office Aide
Home Economics Class Aide
Machine Shop Tool Crib Attendant
Auto Shop Aide
Wood Shop Aide
Photography Lab Aide
Other Classroom Aides
Office Aide
Snack Shack Worker
Cafeteria Worker

District Work Training Stations

District Central Kitchen Worker
District Transportation Worker
District Laundry Worker
District Resource Center Aide
District Centers for the Handicapped Aide

WHITTIER UNION HIGH SCHOOL DISTRICT
Career Education for Special Education

Student Worker Evaluation

Pay Period _____ Name _____ Grade _____ Date _____

Location _____ Position _____ Supervisor _____

Evaluations should be made on a realistic basis. Students are in a training process and there is room for growth and improvement. Few students will be performing at an excellent level to start.

CRITERIA	Excellent	Good	Fair	Poor	Failing	COMMENTS
PUNCTUALITY - being on time	0 Tardies	1 Tardy	2 Tardies	3 Tardies	4 or more Tardies	
ATTENDANCE	0 Absences	1 Absence	2 Absences	3 Absences	4 or more Absences	
ATTITUDE - positive toward fellow workers and toward work						
FOLLOWS INSTRUCTIONS - does work as told						
RETAINS INSTRUCTIONS - remembers from day to day						
WORKS INDEPENDENTLY - does not need continuing supervision						
INITIATIVE - self starter; works ahead without further direction						
QUALITY OF WORK - accurate and well done						
SPEED AND PRODUCTIVITY - compared to competent, full-time worker						
	Monday	Tuesday	Wednesday	Thursday	Friday	
Attendance Record - for ten working days						

Additional comments: _____

_____

_____

_____
Signature of Supervisor

_____
Signature of Student

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

ON THE JOB SAFETY

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
32. By _____, the student will state at least _____ potential safety hazards on the job (e.g., slippery floors, cluttered stairways, toxic chemicals, moving machinery) and will state at least _____ on the job safety rules as measured by the student's verbal and/or written reports and the student's demonstration of these rules ____% of the time.	32.1 Hold a panel discussion made up of parents, firemen, policemen, district employees, vocational education teachers, and other community workers. Have each panel member describe a safety hazard specific to his/her occupation, and how to deal with it. Then have the class enter into a discussion on safety precautions and rules.	32.1 Arrangement of panel discussion details, preparation, and follow-up activities.
	32.2 Have students role-play situations where safety rules are not followed and where one of the students plays the role of a safety specialist.	32.2 Role-play situations
	32.3 Take a field trip to a local business where safety is stressed. Allow time for students to ask questions about safety.	32.3 Arrangement of field trip details, preparation, and follow-up activities.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORK TRAINING STATION (PUNCTUALITY)

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
33. By _____, the student will be on time to his/her work training station as measured by at least ____% punctuality.	33.1 Have the student chart his/her own punctuality for his/her work training station. Provide positive reinforcements for weeks of perfect punctuality.	33.1 Student-made or teacher-made punctuality chart, positive reinforcers
	33.2 Have the student's work supervisor complete the Student Worker Evaluation form every two weeks. Explain the report to the student emphasizing particularly the noted punctuality. If necessary, use tangible positive reinforcers for perfect punctuality.	33.2 Student Worker Evaluation form Positive reinforcers

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORK TRAINING STATION (ATTENDANCE)

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
34. By _____, the student will attend his/her work training station as measured by at least ____% attendance.	34.1 Have student chart his/her own attendance for his/her work training station. Provide positive reinforcements for weeks of perfect attendance.	34.1 Student-made or teacher-made attendance chart, positive reinforcers.
	34.2 Have the student's work supervisor complete the Student Worker Evaluation form every two weeks. Explain the report to the student emphasizing particularly the noted attendance. If necessary, use tangible positive reinforcers for perfect attendance.	34.2 Student Worker Evaluation form Positive reinforcers

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

FOLLOWING DIRECTIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
35. By _____, the student will follow directions and complete assigned tasks ____% of the time as measured by teacher and/or work supervisor reports indicated in chart form.	35.1 Play games or role-play situations where a series of verbal instructions are given and the student must follow them to complete a task.	35.1 Game ideas, role-play situations
	35.2 Have students follow a set of written directions to put together a model, sew a piece of clothing, hook a rug, make a leather wallet, bake a cake, etc.	35.2 Written directions and necessary materials for projects.
	35.3 Ask the student's work supervisor and the student to keep a record of directions followed and not followed and of complete and incomplete tasks. Have the student keep a chart. Provide positive reinforcement for motivation.	35.3 A cooperative and patient work supervisor, positive reinforcers.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2013 - SPECIFIC SKILLS TRAINING

WORKING WITH OTHERS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
36. By _____, the student will complete work tasks cooperatively with several peers ____% of the time as measured by teacher and/or work supervisor reports indicated in chart form.	36.1 Assign three or four students to work together to solve a problem or to complete a complex task which requires teamwork. (e.g., carry large furniture through a small door, complete a crossword puzzle, repair a bicycle, small engine, or small appliance, etc.)	36.1 Teamwork assignments and problem situations.
	36.2 If the student works with other students, ask the work supervisor and the student to keep a record of the tasks completed cooperatively and those not completed. Have the student record the information on a chart. Provide positive reinforcement for motivation.	36.2 A cooperative, patient, and understanding work supervisor, positive reinforcers.

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

VOCABULARY DEVELOPMENT

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
37. By _____, the student will state the meaning of ____ essential career and vocational words as measured by ___% accuracy on a verbal (or written) teacher-made test.	37.1 Play various word games using the list of "100 Most Essential Career/ Vocational Words" (i.e. crossword puzzles, sentence completions, matching words to definitions, etc.)	37.1 "100 Most Essential Career/Vocational Words" (See next two pages).

100 Most Essential Career/Vocational Words

1. RULES
2. BOSS
3. EMERGENCY
4. DANGER
5. JOB
6. SOCIAL SECURITY
7. FIRST-AID
8. HELP WANTED
9. SAFETY
10. WARNING
11. SIGNATURE
12. TIME
13. ATTENDANCE
14. ABSENT
15. TELEPHONE
16. BILL
17. HIRED
18. OVERTIME
19. PUNCH IN
20. DIRECTIONS
21. PAYCHECK
22. WAGES
23. APPOINTMENTS
24. INCOME TAX
25. INTERVIEW
26. SUPERVISOR
27. VACATION
28. APPLY
29. FULLTIME
30. INCOME
31. QUIT
32. CHECK
33. CAREFUL
34. DANGEROUS
35. EMPLOYEE
36. LAYOFF
37. TAKE-HOME-PAY
38. UNEMPLOYED
39. COST
40. DEDUCTION
41. FIRED
42. CLOSED
43. PARTTIME
44. CORRECT
45. FOREMAN
46. TIME-AND-A-HALF
47. WORKER
48. BUY
49. RAISE
50. ON-THE-JOB

100 Most Essential Career/Vocational Words
Continued

51. ENTRANCE
52. RESPONSIBLE
53. HOSPITAL
54. HOURLY RATE
55. SCHEDULE
56. INSTRUCTION
57. SAVE
58. UNION
59. CREDIT
60. ELEVATOR
61. PUNCTUALITY
62. RIGHTS
63. HOURS
64. PAYROLL
65. ATTITUDE
66. RELIABLE
67. WORK
68. CAUTION
69. LICENSE
70. POISON
71. OFFICE
72. POWER
73. QUALIFICATIONS
74. EARN
75. TRANSPORTATION
76. WITHHOLDING
77. VOTE
78. BREAK
79. COOPERATION
80. DEPENDABLE
81. MONEY
82. PHYSICAL
83. HAZARDOUS
84. NET INCOME
85. STRIKE
86. OWNER
87. REPAIR
88. ALARM
89. GROSS INCOME
90. MANAGER
91. REFERENCE
92. UNIFORM
93. HARD-HAT
94. AUTHORITY
95. TRAINING
96. HOLIDAY
97. LATE
98. PERSONAL
99. TOOLS
100. AREA

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

PERSONAL DATA CARD

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
38. By _____, the student will complete a "Personal Data Card" as measured by reaching ___% accuracy on a written sample of the student's "Personal Data Card".	38.1 Allow students to practice filling out the information on the "Personal Data Card" with the assistance of the teacher and parents.	38.1 "Personal Data Card" (See next two pages)
	38.2 Once all the correct information is obtained, have students type their "Personal Data Card", laminate them, and retain them in their wallets for future use.	38.2 Typewriter; "Personal Data Card"; Laminating Machine

BEST COPY AVAILABLE

PERSONAL DATA CARD

PERSONAL DATA CARD

NAME _____
FIRST MIDDLE LAST

ADDRESS _____
STREET # CITY STATE ZIP

TELEPHONE _____ DRIVERS LICENSE # _____

SOCIAL SECURITY NUMBER _____

BIRTHPLACE _____

BIRTHDATE ____/____/____ HEIGHT _____ WEIGHT _____
MONTH DAY YEAR

MOTHER'S MAIDEN NAME _____

FATHER'S PLACE OF EMPLOYMENT _____

ADDRESS OF FATHER _____
STREET # CITY STATE ZIP

MOTHER'S PLACE OF EMPLOYMENT _____

ADDRESS OF MOTHER _____
STREET # CITY STATE ZIP

COMPANY NAME
OF FORMER EMPLOYER _____

_____/_____/_____
STREET CITY STATE

SUPERVISOR _____

COMPANY NAME
OF FORMER EMPLOYER _____

_____/_____/_____
STREET CITY STATE

SUPERVISOR _____

REFERENCES: 1. _____/_____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

2. _____/_____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

3. _____/_____
NAME OCCUPATION

_____
STREET # CITY STATE PHONE #

JOB RELATED
HIGH SCHOOL SUBJECTS _____

_____

_____

_____

HIGH SCHOOLS
ATTENDED

NAME _____

CITY _____

NAME _____

CITY _____

GRADE SCHOOLS
ATTENDED

NAME _____

CITY _____

NAME _____

CITY _____

NAME _____

CITY _____

ARE YOU TAKING MEDICATION _____

WHAT _____ _____ _____

MAJOR DISEASES _____ _____

MAJOR ACCIDENTS _____ _____

PERSON TO CONTACT IN CASE OF EMERGENCY:

NAME _____

ADDRESS _____

PHONE _____ OR _____

BEST COPY AVAILABLE

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2014 - APPLYING FOR A JOB

COMPLETING JOB APPLICATIONS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
39. By _____, the student will complete a job application correctly as measured by _____% accuracy.	39.1 Have students practice filling out job applications from various businesses, using their completed Personal Data Card if necessary. Intersperse this activity at regular intervals. Encourage students to attempt to complete the application as much as possible without using the "Personal Data Card".	39.1 "My Job Application File" Janus Book Publishers "Personal Data Card" "Application Skills" Checklist (See Next Page) "Application for a Social Security Number" (See Following Page)

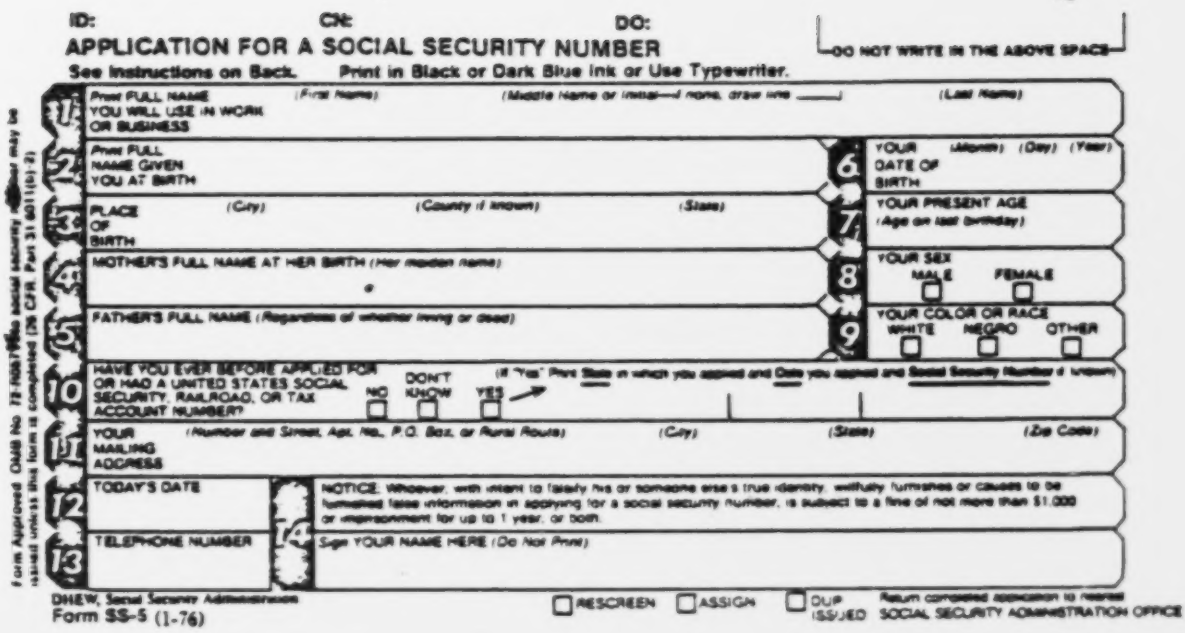
APPLICATION SKILLS

NAME _____

	Skill	Needs Help	Learned
1.	Date		
2.	Name - First, Middle, Last		
3.	Address		
4.	City		
5.	State		
6.	Phone Number		
7.	Social Security Number		
8.	Previously Employed by Company?		
9.	Sex		
10.	Age		
11.	Height		
12.	Weight		
13.	Date of Birth		
14.	Place of Birth		
15.	Marital Status		
16.	Citizenship		
17.	Father's Name		
18.	Mother's Name		
19.	Elementary School		
20.	Junior High School		
21.	Senior High School		
22.	Vocational School		
23.	Years or Grades Attended Schools		
24.	Previous Work Experience - Company		
25.	Previous Work Experience - Address		
26.	Previous Work Experience - Kind of Work		
27.	References - Names		
28.	References - Addresses		
29.	References - Occupations		
30.	Applicant's Signature		

BEST COPY AVAILABLE

APPLICATION FOR A SOCIAL SECURITY NUMBER



ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

Form Approved OMB No. 72-R0376 Social security number may be required unless this form is completed (20 CFR, Part 31.6011(b)-2)

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES → (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE. Whoever, with intent to falsely his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

DHEW, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

2010 - VOCATIONAL AND CAREER DEVELOPMENT

2015 - INTERVIEWING TECHNIQUES
GROOMING FOR INTERVIEWS

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
40. By _____, the student will state at least _____ "do's and don'ts" of grooming and personal appearance for job interviews as measured by the student's verbal and/or written statements and by the student's practical application of these "do's and don'ts _____% of the time.	40.1 Hold group discussions in which the teacher shows the class pictures of interviewees and the class critiques the personal appearance of the interviewees.	40.1 Pictures of interviewees (See pictures in Janus Job Interview Guide.)
	40.2 Have students work in small groups to perform the activities in the Project Discovery packages "Skin and Nail Care" and "Hair Care and Styling."	40.2 Project Discovery packages "Skin and Nail Care" "Hair Care and Styling"
	40.3 Take field trip to a school of cosmetology which is willing to demonstrate skin, nail, and hair care.	40.3 Field trip arrangements, preparation and follow-up
	40.4 Invite a guest speaker to discuss and/or demonstrate proper grooming.	40.4 Community Workers (could be a representative of companies such as Avon, etc.)
	40.5 Have students keep a daily record of their grooming activities.	40.5 Record Sheet (See next page)
	40.6 Hold group discussions on appropriate clothes to wear for different types of job interviews. (For example, construction work jobs versus receptionist jobs.)	40.6 Discussion Questions Pictures of different types of clothes (i.e., jeans, t-shirts, blouses, slacks, dresses, skirts, suits.)

GROOMING OBSERVATION CHART

NAME: _____
DATE: _____
TOTAL POINTS: _____

Key:
23-15 pts. - Good Grooming
14- 8 pts. - Should Improve Grooming Habits
7- 0 pts. - Need To Practice Better Grooming

Place a check before the choice that best suits appearance today.

_____ = HAIR

____	brushed, shiny & clean	(3 pts.)	____ needs to be combed (1 pt.)
____	neat & clean	(2 pts.)	____ needs to be washed or trimmed (0 pts.)

_____ = FACE

____	clean & oil free	(3 pts.)	____ needs to shave/too much makeup (1 pt.)
____	clean shave/appropriate make-up	(2 pts.)	____ oily, sweaty, or visible dirt (0 pts.)

_____ = TEETH

____	clean, brushed daily	(4 pts.)	____ forgot to brush today (1 pt.)
____	fresh breath	(3 pts.)	____ bad breath or fodd particles on teeth (0 pts.)
____	brushed	(2 pts.)	

_____ = HANDS

____	clean, manicured & moisturized	(3 pts.)	____ dirty under nails (1 pt:)
____	nails trimmed	(2 pts.)	____ nails chewed off/visible dirt or grease (0 pts.)

_____ = POSTURE

____	stand straight, shoulders back	(3 pts.)	____ stoop or slouch (1 pt.)
____	comfortable but not too straight	(2 pts.)	____ sitting inappropriately (0 pts.)

_____ = CLOTHES

____	correct for work or school, clean & pressed	(4 pts.)	____ shoes scuffed or torn (2 pts.)
____	clean and fit well	(3 pts.)	____ not appropriate for work or school (1 pt.)
			____ dirty clothes (0 pts.)

_____ = BODY

____	showered, fresh smelling	(3 pts.)	____ could use shower or bath (1 pt.)
____	used deodorant, underarms dry	(2 pts.)	____ visible dirt or body odor/ sweaty underarms (0 pts.)

3010 - SELF-HELP SKILLS

3013 - GROOMING

LOOKING GOOD

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
41. By _____, the student will shower, use deodorant, brush teeth and hair, and wear clean clothes daily as measured by 90% success as indicated on a chart.	41.1 Invite a guest speaker (nurse, dental hygienist, cosmetologist, model, etc.) to give demonstrations, show films and discuss grooming procedures.	41.1 Arrangements for guest speaker, preparation and follow-up activities.
	41.2 Have students make collages of properly groomed and improperly groomed people. Discuss the positive and negatives.	41.2 Magazines to cut pictures from, scissors, glue, construction paper.
	41.3 Have students keep daily records of their grooming habits.	41.3 Grooming chart (see next page)

GROOMING OBSERVATION CHART

NAME: _____
DATE: _____
TOTAL POINTS: _____

Key:
23-15 pts. - Good Grooming
14- 8 pts. - Should Improve Grooming Habits
7- 0 pts. - Need To Practice Better Grooming

Place a check before the choice that best suits appearance today.

_____ = HAIR

____	brushed, shiny & clean	(3 pts.)	____ needs to be combed (1 pt.)
____	neat & clean	(2 pts.)	____ needs to be washed or trimmed (0 pts.)

_____ = FACE

____	clean & oil free	(3 pts.)	____ needs to shave/too much makeup (1 pt.)
____	clean shave/appropriate make-up	(2 pts.)	____ oily, sweaty, or visible dirt (0 pts.)

_____ = TEETH

____	clean, brushed daily	(4 pts.)	____ forgot to brush today (1 pt.)
____	fresh breath	(3 pts.)	____ bad breath or food particles on teeth (0 pts.)
____	brushed	(2 pts.)	

_____ = HANDS

____	clean, manicured & moisturized	(3 pts.)	____ dirty under nails (1 pt.)
____	nails trimmed	(2 pts.)	____ nails chewed off/visible dirt or grease (0 pts.)

_____ = POSTURE

____	stand straight, shoulders back	(3 pts.)	____ stoop or slouch (1 pt.)
____	comfortable but not too straight	(2 pts.)	____ sitting inappropriately (0 pts.)

_____ = CLOTHES

____	correct for work or school, clean & pressed	(4 pts.)	____ shoes scuffed or torn (2 pts.)
____	clean and fit well	(3 pts.)	____ not appropriate for work or school (1 pt.)
			____ dirty clothes (0 pts.)

_____ = BODY

____	showered, fresh smelling	(3 pts.)	____ could use shower or bath (1 pt.)
____	used deodorant, underarms dry	(2 pts.)	____ visible dirt or body odor/ sweaty underarms (0 pts.)

3020 - INDEPENDENT LIVING SKILLS

3022 - USE OF TELEPHONE

TAKING MESSAGES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
42. By _____, given role-played or actual telephone conversations, the student will write complete messages _____% of the time as measured by including the correct time, date, names, phone number, and message.	42.1 Role-play telephone calls for students to practice listening for key words (e.g., name, phone number, reason for call) and writing the information.	42.1 Role-play conversations Optional: telephone kit from GTE
	42.2 Have students practice message taking using the Microtower "Message Taking" unit or similar programs.	42.2 Microtower Unit: "Message Taking" (or others)

3020 - INDEPENDENT LIVING SKILLS

3024 - HOUSEKEEPING SKILLS

USING TOOLS AND APPLIANCES

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
43. By _____, the student will state at least _____ common home appliances and tools and will safely use each as measured by teacher, parent, and/or work supervisor reports.	43.1 Have students look through magazines and cut out pictures of appliances and tools. These pictures can be used in "Name that Tool" games.	43.1 Magazines, scissors, glue, construction paper, game ideas.
	43.2 Take a field trip to an appliance store or an appliance repair shop.	43.2 Arrangements for field trip, preparation and follow-up activities.
	43.3 Invite a maintenance man and/or an appliance repairman to demonstrate and explain safety procedures and minor repairs.	43.3 Willing maintenance man and/or repairman (Parents, relatives, friends and/or other community members.)

3020 - INDEPENDENT LIVING SKILLS

3024 - HOUSEKEEPING SKILLS

ROUTINE CLEANING

OBJECTIVE	ACTIVITIES	MATERIALS/RESOURCES
44. By _____, the student will state at least _____ weekly housekeeping activities and will perform each ____% of the time as measured by teacher, parent, and/or work supervisor reports.	44.1 Have students work in pairs to devise a list of basic housekeeping activities (e.g., wash/dry dishes, wash windows, mop floors.) Then form one master list from each group's suggestions.	44.1 List of basic housekeeping activities
	44.2 Invite school custodian to explain and demonstrate various equipment and cleaning agents.	44.2 Willing school custodian
	44.3 Have students develop a sequence of housekeeping tasks for the classroom. Give students the opportunity to practice each of the tasks.	44.3 Housekeeping suggestions for classroom

3030 - SAFETY

SAFETY SIGNS

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
45. By _____, the student will identify _____ safety signs and their meanings as measured by _____% accuracy on a teacher-made test.	45.1 Take field trips by foot, bus, or car to observe and record safety signs along the streets. Conduct an "on the scene" quiz asking students what each sign means.	45.1 Arrangements for field trip, preparation and follow-up activities
	45.2 Have students construct poster size replicas of safety signs. Use the posters as flashcards and for games.	45.2 Construction paper, markers, rulers, scissors, glue, game ideas.
	45.3 Play word games using commercially produced materials which focus on safety signs.	45.3 Opportunities for Learning: "Road Signs of the Times" "Survival Signs"

3030 - SAFETY

EMERGENCY PROCEDURES

OBJECTIVES	ACTIVITIES	MATERIALS/RESOURCES
46. By _____, the student will state at least _____ potential safety hazards in the home and _____ steps to take in emergencies as measured by the student's verbal and/or written statements.	46.1 Have students brainstorm safety hazards. Then have them brainstorm the do's and don'ts of emergency procedures.	46.1 Chalkboard, chalk, recorder, suggested lists
	46.2 Invite a fireman to speak to class about causes of fires, how to extinguish fires, evacuation procedures, etc.	46.2 Arrangements for guest speaker
	46.3 Have students practice school fire drill procedures.	46.3 Evacuation plan
	45.4 Invite a Red Cross first aid specialist to demonstrate first aid techniques and to give the students "hands-on" experience practicing the techniques.	46.4 Arrangements for guest speaker and necessary materials.

INSTRUCTIONAL MATERIALS, MEDIA, AND METHODS

MIDDLE/JUNIOR HIGH SCHOOL MATERIALS AVAILABLE
JANUARY, 1982

MULTI MEDIA SETS

1. Social Studies/School Service

   a. Charlie Brown's Career Education Program
      13 filmstrips, 13 cassettes, posters, guides

2. Society for Visual Education, Inc.

   a. Community Workers and Helpers, Group 1
      School, Library, Supermarket, Doctor's Office
      4 filmstrips, cassettes, and guides

   b. Community Workers and Helpers, Group 2
      Department Store, Hospital, Fire Department, Television
      4 filmstrips, cassettes, and guides

   c. Community Workers and Helpers, Group 3
      Transportation, Recreation, Work with Animals, Make Things
      4 filmstrips, cassettes, and guides

   d. Community Helpers Study Prints
      6 sets with 8 study prints in each

   e. Making and Keeping Friends
      2 filmstrips, cassettes, and guide

3. Eye Gate Media

   a. Making Decisions
      4 filmstrips and cassettes

4. 2000 Company

   a. Safetitudes (Safety-Attitudes)
      4 filmstrips and cassettes with teacher's guide

KITS

5. Opportunities for Learning, Inc.

   a. Road Signs of the Times
      30 cards, 12" x 12", showing 60 highway signs

   b. Survival Signs
      40 posters, showing 80 vital signs and words

WORKBOOKS

6. Lakeshore Curriculum Materials

   a. Janus Job Planner

7. Opportunities for Learning, Inc.

   a. Values Spirit Masters

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE

MICROTOWER is a hands-on group vocational evaluation system which utilizes a wide range of equipment and forms. The system includes thirteen work samples which require minimal reading. All instructions are on cassette tapes. The work samples are grouped into five skill areas as follows:

VERBAL SKILLS

1. Want Ads Comprehension
2. Message Taking

NUMERICAL SKILLS

3. Payroll Computation
4. Making Change

CLERICAL PERCEPTION SKILLS

5. Mail Sorting
6. Filing
7. Zip Coding
8. Record Checking

MOTOR SKILLS

9. Bottle Capping and Packing
10. Lamp Assembly
11. Electronic Connector Assembly

SPATIAL SKILLS

12. Blueprint Reading
13. Graphic Illustration

INSTRUCTIONAL MATERIALS AND MEDIA AVAILABLE

PROJECT DISCOVERY is a U. S. Office of Education validated hands-on career exploration system which consists of self-contained exploration packages representing a wide variety of occupations. Each package includes real world tools and materials for students to use in following each series of activities. The special edition includes ten packages with student instructions written at a 3rd-4th grade reading level. Also included in the special edition packages are "First Look Books" which define the technical vocabulary students will encounter in the step by step activities.

The special edition includes the following packages.

1. Masonry
2. Plumbing
3. Wall Covering
4. Auto Body Repair
5. Accounting and Bookkeeping
6. Filing
7. Advertising and Editorial Design
8. Exploring Greenhouse Work
9. Skin and Nail Care
10. Hair Care and Styling

In addition, these packages are available:

1. "Truckin"
2. Small Engine Repair
3. Mail Handling
4. Exploring Grocery Clerking
5. Waiter/Waittress
6. Sales Representative
7. So Ya Wanna Be An Artist
8. Woring with Senior Citizens
9. Careers in Law Enforcement
10. Medical Patient Care
11. Medical Emergency Service
12. Dental Care
13. Electricity
14. Cleaning Maintenance
15. Printing Processes
16. Upholstery
17. Drafting
18. Animal Care
19. Retail Sales
20. Production Sewing

MATERIALS/MEDIA AVAILABLE

MULTI MEDIA SETS

1. Interpretive Education Filmstrip Sets

    a. Automobile Insurance - 1 filmstrip and 1 cassette
    b. Applications and Forms Series - 5 filmstrips and 5 cassettes
    c. Banking Series - 5 filmstrips and 5 cassettes
    d. Budgeting Series - 5 filmstrips and 5 cassettes

KITS

2. Scholoastic Contact Units

    a. Maturity: Growing Up Strong
    b. Law: You, the Police and Justice

3. EMC Corporation (CTES Division)

    a. Consumer Education Series - 5 paperbacks and 5 cassettes
    b. Job Interview Kit - 30 photocards, 1 job ticket book, 3 duplicator masters

TEXTBOOKS/WORKBOOKS

4. EMC Corporation (CTES Division)

    a. Job Planner
    b. Don't Get Fired - 13 Ways to Hold A Job
    c. Finding a Good Used Car
    d. My Job Application File
    e. Job Interview Guide

5. McKnight

    a. Entering the World of Work (hardbound text)
    b. Entering the World of Work (student activity book)

6. AGS

    a. Coping with Series

7. Lakeshore

    a. Pacemaker Vocational Reader Library

MATERIALS/MEDIA AVAILABLE (CONTINUED)

EQUIPMENT

8. Singer
    a. Auto-Vance II - Sound-Filmstrip Previewers
9. A. F. Milliron
    a. Stereo Readers (for perceptual-motor training)

MATERIALS/MEDIA AVAILABLE

MULTI MEDIA SETS

1. Coronet Media
   a. Forms in Your Future - 12 cassettes, 12 student workbooks
2. Relevant Productions, Inc.
   a. On Your Own (high interest, low vocabulary) - 15 student skill sheets, 15 student booklets, 1 cassette

KITS

3. Continental Press, Inc.
   a. Basic Life Skills - Business
   b. Refill Masters for Basic Life Skills - Business
4. Fearon-Pitman
   a. The New Job Box
   b. Job Sheets to Accompany the Job Box

WORKBOOKS

5. Janus Book Publishers
   a. Getting Around Cities and Towns
6. Fearon-Pitman
   a. Getting a Job
   b. Working Makes Sense (Practical Math)

GAMES

7. Parker Brothers
   a. Pay Day - 2 to 4 players

POSTERS

8. Time Share

   a. Cluster Poster Set (15 full color posters of 15 VSOE occupational clusters)

TEACHER/PROFESSIONAL MATERIALS

9. Hart Publishing Company

   a. Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Simon, Howe, and Kirschenbaum

10. University Associates

   a. Advanced Value Clarification by Howard Kirschenbaum

11. Time Share

   a. Career Education Audio Digest - 9 cassettes and 9 leader's manuals

   b. Cluster Booklets - 15 paperbound booklets explaining each USOE cluster

CAREER EDUCATION METHODS SUMMARY

Title of Unit _____

Grade Level ____ Occupational Area ____

Behavioral Objectives

1. _____

2. _____

3. _____

Teacher Activity	Student Activity	Resources & Evaluation
Relate the disciplines of mathematics, science, social studies, fine arts, and language arts to career education using techniques such as the following: 1. Career Clubs (sponsor) 2. Field Trips 3. Guest Speakers 4. Group Projects 5. Interaction Groups 6. Individual Projects 7. Lectures 8. Multi-media activities 9. Psychomotor activities 10. Reading assignments 11. Simulation 12. Writing Assignments	Utilize the activities such as the following to integrate career education into the existing subject areas: 1. Bulletin Boards 2. Buzz Sessions 3. Career Club Activities 4. Constructing Props 5. Constructing Models 6. Discussions 7. Displays 8. Dramatization 9. Drawings 10. Exhibits 11. Field Trips 12. Games (Participate) 13. Questioning 14. Hands-On-Experience 15. Interviewing 16. Listening 17. Murals 18. Oral Reports 19. Panel Discussions 20. Pantomime 21. Plays 22. Psychomotor Activities	Examples of resource materials and evaluation techniques which may be used are as follows: 1. Audio Tapes 2. Books 3. Briefs 4. D.O.T. 5. Encyclopedias 6. Films 7. Filmstrips 8. Games 9. Globes 10. Industrial Publications 11. Magazines 12. Maps 13. Newspapers 14. Pamphlets 15. Records 16. Simulation Kits 17. Single Concept Films 18. Songs 19. Text 20. Video Tapes 21. Visuals

ROLE-PLAYING

Role-playing is the dramatization of given situations where students assume the roles of specific characters. Role-playing gives students opportunities to practice responding to life situations they may encounter.

Four steps are involved in role-playing:

1. Identifying a specific problem or situation;
2. Delineating the roles to be played, describing the specific situation to be enacted, and selecting the participants to play the various roles;
3. Dramatizing the problem or situation and alternate solutions or responses;
4. Discussing the role-play and reenacting other solutions or responses if necessary.

IDENTIFYING THE PROBLEM OR SITUATION

In the beginning, role-plays should involve relatively simple and specific problems and situations. Students may choose situations which they have actually experienced. In any case, the teacher should formulate clear goals for each role-playing session. The overall goal is to help students gain greater social awareness, mental health, and coping skills in various life situations.

DELINEATING THE ROLES

After the problem or situation is defined, the group should identify characteristics of the personalities involved in the role-play. The teacher may ask questions such as "What is this person like?" or "How can we describe this person?" Then the teacher can ask students to volunteer to play the various roles.

After the students have volunteered or are selected, they should meet briefly with the teacher to discuss their roles and how they will act out their roles. The teacher may point out limits to help students focus on the given problem or situation. The teacher should briefly discuss with the nonparticipants how to observe the role-play and what things to look for. If desired, before the role-play begins, the players and observers may describe the setting and background information.

DRAMATIZING THE PROBLEM OR SITUATION

The role-play can begin by one of the players asking a question or making a declarative statement to another player. Initially, the teacher may need to feed lines to the students or coach them if the role-play loses its value or tapers off. However, it is

ROLE-PLAYING (CONTINUED)

important that the players dialogue and behavior be allowed to flow freely from their own experiences. The dialogue should not have been previously practiced or memorized. Again, the major objective is to clarify issues and to help students consider alternative behaviors in various situations.

DISCUSSING THE ROLE-PLAY

After the role-play is enacted, the observers and players should discuss the solutions and responses presented, the interpersonal behaviors, the effectiveness of the solution and responses, and alternate solutions and responses. Positive and negative criticisms should be directed at the roles which were played and not at the acting qualities of the role-players. The discussion may be followed by a reenactment of the role-play which develops an alternative explanation. Students should switch roles and observers should become players to give these experiences to all students.

Following the final enactment of the situation for the day, the teacher and students should summarize what has been learned and how to generalize the solution to similar situations.

As the students develop skill in role-playing, more complex and sensitive situations can be considered.. To make situations more realistic, other students and adults should be invited to participte in the role-plays. These outside participants should be aware of the goals and procedures of role-playing.

SUGGESTED ROLE-PLAYING SITUATIONS

The following list of possible role-play topics provides examples and ideas which can be elaborated upon:

1. "My friend Charley says that I don't have to report to the foreman that I broke the bandsaw."

2. "Bill said that we could take an extra fifteen minutes for lunch without anyone knowing that we were late."

3. "If that fellow keeps talking behind my back, I'm going to meet him in the back alley."

4. "When I get tired on the night shift, I go into the bathroom, lock the door and try to get a few winks of sleep."

5. "The best way to find out what you are supposed to do is ask old Bert; he's a good guy and doesn't mind being bothered."

ROLE PLAYING (CONTINUED)

6. "What shall I say tomorrow when I'm interviewed for the welding job?"

7. "He's making me do the dirty work because I'm an apprentice."

8. "Herb says that if I don't know how to run a machine not to worry about it because he'll teach me before the foreman finds out."

9. "The reason I'm slower doing my job on the production line is because I have more work to do than the others."

10. "If I get laid off, I'll get back at the boss either by breaking a machine or breaking the windows in his car."

11. "I wonder what would happen if I put a down payment on a new car this month instead of paying the rent?"

12. "Should I tell the grocer that he made an error in counting my bill? It was in my favor."

13. "I think that I will ignore the baby today and maybe he won't cry so much."

14. "I don't know whether to go and get a job because the baby is only six months old."

BRAINSTORMING:

Brainstorming is a creative thinking technique which can be a part of any lesson or discussion. It can be considered a game played according to the following rules:

1. Quantity of ideas is the main objective.

2. Judgement is ruled out (until after the brainstorming ends). There can be no criticism of ideas.

3. Freewheeling is welcome. The wilder the idea, the better. (Ideas are easy to "tame" later).

Brainstorming can be used by stating a particular problem or question and asking the students to respond with as many ideas or suggestions as possible to solve the problem or answer the question. When all ideas and suggestions have been exhausted, the students can:

1. Make suggestions to combine and improve them

2. Discuss which ones they consider best and why

3. Individually rank order the ideas and compare rankings with other students.

SPEAKERS AND PANEL DISCUSSIONS:

Guest speakers and panel discussions can play an important part in career education. The major purpose is for students to gain information about themselves and the world of work through direct contact with community role models. Knowledgeable and credible people should be asked to discuss facts and opinions related to specific topics. These experiences provide students with opportunities to develop social skills such as in inviting the speakers or panel members to the class and in treating the guests appropriately in class.

Examples of potential speakers and panel members are:

1. Personnel Manager
2. Community Action Representative
3. Representative of Occupational Safety and Health Act (OSHA)
4. Local Workers (including parents and former students)
5. Vocational Counselor
6. Vocational Evaluator
7. School Counselor
8. Job Supervisor
9. Businessman or Businesswoman
10. Retired Pessons
11. Insurance Representatives

Panel discussions can be carried out around topics such as:

1. Work Conditions
2. Business Practices
3. Finding a Job
4. Keeping a Job
5. Job Problems
6. Job Promotions

HOW TO PREPARE STUDENTS FOR CAREER ORIENTATION TOUR

1. Be sure that the students are fully aware of the location of the site they are to study.

2. Be sure the students have been aware of the product and occupations available at the site. Use any available film or filmstrips that may relate to the industry or the occupations. Point out the different jobs as they appear in the film.

3. Study as many different jobs as possible found at the site.

4. Whenever possible, have pictures of the site, occupations, and products.

5. Explain the background and the development of the particular industry to be visited.

6. Tell the students the name of the industry or company and names of people who have made the study tour possible. (Put names on the blackboard or bulletin board. Post any pictures you may be able to gather.)

7. Go over any maps or layouts of the site you may have. Point out interesting spots or areas you want the students to see.

8. Help the students develop some questions they may wish to ask at the site.

9. The teacher or coordinator should <u>pre-visit</u> the site wherever it is possible.

10. Travel time can be used to good advantage. Have students assigned to groups and each group watch for and compile a list of various workers observed to and from visitation site. Compare lists.

FIELD TRIPS

Field trips provide invaluable experiences for students to observe actual workers on the job and to talk with various employers and employees.

Following are some field trip suggestions based on the fifteen U.S. Office of Education Occupational Clusters:

(1) AGRI-BUSINESS AND NATURAL RESOURCES

Evergreen Nursery	Historical Society
Park Nature Walk	Hatchery
Vegetable Farm	Botanical Gardens

(2) BUSINESS AND OFFICE

National Bank Building
Restaurant

(3) COMMUNICATIONS AND MEDIA

Post Office	Newspaper
Radio Station	Broadcasting Co.
TV Station	Post Office

(4) CONSTRUCTION

Cathedral
Construction Co.

(5) CONSUMER - HOMEMAKING

McDonalds
Restaurants
State Office Building Cafeteria

(6) ENVIRONMENT

Zoo	Botanical Gardens
Conservatory	Park
Park Nature Walk	Planetarium

(7) FINE ARTS AND HUMANITIES

Art Gallery
Cathedral
Civic Theater

(8) HEALTH

McDonalds	Health Clinic
Restaurants	State Office Building Cafeteria

(9) MANUFACTURING

Frito-Lay	Cable Spinning and Equipment Co.
Fine Bedding	Yearbook Company

(10) MARINE SCIENCE
Scripps Institute (La Jolla)

(11) MARKETING & DISTRIBUTION
Grocery Store
Bakery
Meat Processing Plant
Vegetable Market & Farm

(12) PERSONAL SERVICE
Church
Temple
Cosmetology School

(13) PUBLIC SERVICE
Historical Society
Post Office
Public Library
Zoo
Fire Station
Airport
Recreation Department
Indian Center
Printer
Civil Defense Shelter
Capitol Building
Historical Society
Archaeological Society
Airport Control Tower
Weather Bureau
Highway Patrol Headquarters
Waterworks
Election Office

(14) RECREATION AND HOSPITALITY
Recreation Department
Holiday Inn
McDonalds
Restaurants
State Office Building Cafeteria

(15) TRANSPORTATION
Historical Society
Airport
Transit Company

FORMAT FOR FIELD TRIPS

I. GENERAL INFORMATION

a) Name of Place:

b) Address:

c) Contact

d) Occupational Cluster:

e) Recommended Level:

f) Grade Level Permitted by Company:

g) Group Size:

h) Time Required:

i) Days and Hours:

II. PURPOSE AND POINTS OF INTEREST

III. HAZARDS AND SPECIAL PRECAUTIONS

IV. EVALUATION AND COMMENTS

FIELD TRIP DATA

FIRM: _____ ADDRESS: _____

_____

CONTACT PERSON: _____ TITLE: _____

TELEPHONE NO: _____

SEND CARBON COPIES TO: _____ TITLE: _____

_____ TITLE: _____

_____ TITLE: _____

PREFERRED TIME: DAY: _____ WEEK: _____ YEAR: _____

SPECIAL INSTRUCTIONS: _____

_____

ESTIMATED LENGTH OF TOUR: _____

_____

NUMBER OF STUDENTS PER TOUR: _____

_____

OTHER NOTES: _____

_____

_____

_____

COMMUNITY RESOURCES

PARENT INVOLVEMENT

How can parents become involved in a career exploration program?

1) Parents can allow their children to spend one day with them at work to give them a first-hand view of the type of work their parents do.

2) Parents can donate equipment and materials used in the career exploration program.

3) Parents can serve as career resource consultants to teachers and to students.

4) Parents can serve as volunteers on student trips.

5) Parents can teach work values and work habits in the home.

6) Parents can be given training designed to broaden their perspective and understanding of educational and career options available to their children.

7) Parents can become involved as part of a citizen's advisory committee for the school's career exploration program.

8) Parents can serve to effectively open up community opportunities for field trips and other kinds of career exploratory experiences.

PARENTAL INVOLVEMENT

Students' families and parents constitute one of the best available resources in support of career education. They represent a broad range of career alternatives. The following are suggested activities for promoting parental involvement:

1. Survey the families of students each school year to determine their interest in sharing information about work, hobbies and other avocational interests, life-styles, values, etc.

2. Request parents to assist in the classroom.

3. Encourage parents to visit the class for various classroom activities.

4. Meet with groups of parents in their homes.

5. Schedule activities that will involve both students and parents.

6. Make use of parents as resource persons for specific activities.

7. Provide special instructional classes for parents.

8. Share reports of student progress with parents.

9. Establish a procedure by which teachers and other staff members can hear the concerns of parents.

COMMUNITY RESOURCES

Community resources are persons, materials, and services that are available and used to help students achieve educational objectives. Community involvement in education makes instruction more relevant to the world outside the classroom.

Parents are a valuable community resource. Parents and representatives from business, industry, labor, voluntary services, and public agencies can participate in "career days" or "career fairs". They can provide information to students through small-group discussions, panel discussions, slide or film presentations, demonstrations of equipment used in various occupations, field trips, and other methods.

Be resourceful in finding community participants; make use of business directories, club membership lists, community resource directories, volunteer bureau listings, the yellow pages of the telephone directory, and the classified sections of newspapers as sources of information. contact local or regional industry-education council.(For information, write the Industry-Education Council of California, 1575 Old Bayshore Highway, Burlingame, California, 94010.) Contact leaders in local community service organizations. The following service-oriented groups are potential resources:

Alpha Kappa Alpha
Alpha Phi Alpha
American Association of University Women
American Legion
Association of Mexican Educators
Black Educators Association
Boy Scouts of America
Business and Professional Women's Clubs
Camp Fire Girls
Delta Sigma Theta
Four - H Youth Program
Girl Scouts of America
Grange
Jack and Jill
Japanese - American Citizens League
Junior League
Kappa Alpha Psi
Kiwanis Club
LINKS
Lions Club
LULAC
Mexican - American Education Association
Native Americans
Omega Psi Phi
Phi Delta Kappa
Rotary Club
Soroptomists
Urban League
Veterans of Foreign Wars
Young Men's Christian Association
Young Women's Christian Association

STEPS IN USING COMMUNITY RESOURCES

STEP 1: ASSESS THE PRESENT UTILIZATION OF COMMUNITY RESOURCES BY SCHOOL PERSONNEL

School personnel such as the following can provide this information:

1. Career Center Coordinators
2. Teachers
3. Community Advisory Committees
4. Counselors
5. Administrators
6. Psychologists

STEP 2: PREPARE A BRIEF DESCRIPTION OF THE ACTIVITY

Leave or send a copy to the community representative after the initial contact.

STEP 3: MAKE THE CONTACT

Use the telephone to make the initial contact and follow-up with a personal letter.

STEP 4: VISIT THE RESOURCE PERSON

Exchange information: The school person provides information about the class and specific goals. The resource person provides information about the work environment and/or services available.

STEP 5: COMMUNICATE

Encourage publicity and recognition of the resource to be communicated to the community.

STEP 6: FIND NEW RESOURCES

Develop additional contacts from existing community representatives and all possible sources.

STEP 7: EVALUATE AND FOLLOW UP

A note of thanks is important, but a personal contact is a more valuable follow-up. Evaluate to determine the educational worth of the cooperative activity and revise, where necessary.

USING COMMUNITY RESOURCES

1. CONTACTING THE RESOURCE

   a. How will it be done? (phone, letter, in person)
   b. When will it be done?
   c. Who will do it?
   d. What preparation will be needed to accomplish this task?

2. UTILIZING THE RESOURCE IN THE LEARNING SITUATION

   a. How will it be used?
   b. When will it be used?
   c. Where will it be used?
   d. What preparation will be needed to insure the effective use of the resource?

3. FOLLOW - UP WITH RESOURCE

   a. Thank - You
   b. Other plans for future use of the community resource
   c. Classroom activity to synthesize the learning gained through the community resource.
   d. Evaluation of how effective the community resource was in contributing towards student achievement of objective or goal.

LOS ANGELES AREA

CBS Studios
6121 Sunset Blvd.
Hollywood, CA 90028
469 - 1212

General Motors Tour
9925 Santa Fe
Southgate, CA

General Telephone Tour
13119 E. Whittier Blvd.
Whittier, CA
Ask for Dave Christen

Huntington Library and Botanical Gardens
1151 Osford Rd.
San Marino

Art collections, famous manuscripts, rare books, extensive botanical gardens.
Open Tuesday - Sunday 1:00pm - 4:30pm
Gardens open at 10:30 on Sunday Free

Justice Walk - Civic Center

A tour of the downtown area emphasizing agencies that deal with consumer law.
First and third Tuesday of each month 9:00 - noon.
For information and reservations: 930 - 1510

KHJ - TV
5515 Melrose Ave.
Los Angeles, CA 90038
462 - 2133

Lawrey's California Center
568 San Fernando Rd.
225 - 2491

Food manufacturing tours: Weekdays 11:30, 1:30, 2:30 FREE
Corporate offices in the Mission Garden setting
Gift and Wine Shop
Directions: 5 north to Pasa - off to Figueroa, left on Ave. 26, crossing Figueroa 1 block north

Los Angeles International Airport
1 Worldway
Los Angeles, CA
646 - 5252

Los Angeles Times
202 W. First St.
Los Angeles, CA 90053
625 - 2345

Museum of Science and Industry
Exposition Park
749 - 0101

Exhibits on California Industry, Health, Natural Resources, and Science.
Free family films
Daily 9:30 - 5:00

Music Center of Los Angeles
1st and Flower Street
135 N. Grand
Los Angeles, CA 90012
972 - 7485
972 - 7211 Box office

Tours Monday thru Friday
10:00 - 2:00
FREE

NBC Studios
3000 W. Alameda
Burbank, CA
849 - 3911

Daily except Sunday, 10:00 - 5:00

Natural History Museum
900 Exposition Boulevard
Exposition Park
746 - 0410

Three floors of exhibits from six continents including exotic mammal, bird, and insect collections, a show on California history, and a classic auto show.
Hours: Tuesday - Sunday 10:00 - 5:00

Pasadena Historical Museum
470 Walnut Street
Pasadena, CA
577 - 1660

Mansion built in 1905, houses Pasadena memorabilia, antiques, clothes, and pottery
Hours: Tuesday, Thursday, and last Sunday of month, 1:00 - 4:30

Queen Mary Tour
Pier J, End of Long Beach Freeway, Long Beach
435 - 4747

Guard Ceremony, Fife and Drums Corps
Musical Groups, Mimes
Entertainment throughout ship
Open Daily 10:00 - 4:30pm

Travel Town
Griffith Park
4730 Crystal Springs Drive
Ventura and Golden State Freeways
Los Angeles
661 - 9465

Outdoor museum of transportation vehicles with trains, steam engines, fire trucks, and more.
Open daily 9:00 - 5:00
FREE

Womans Building
1727 N. Spring Street
221 - 6161

A cultural center for women, offering an alternative in education, on the Humanities and Arts
Open Tuesday - Friday 10:00 - 5:00
Saturday 12:00 - 5:00

WHITTIER

Whittier Art Association
8035 Painter
698 - 8710

Whittier Chamber of Commerce
8158 Painter
698 - 9554

Whittier City Hall
13230 Penn
698 - 2551

Whittier City Patriotic Hall
7743 Greenleaf
698 - 9180

Whittier City Police Department
7315 Painter
698 - 6711

Whittier City Recreation Dept.
7630 Washington Avenue
698 - 9905

Whittier City Sanitation & Street Dept.
13230 Penn
698 - 2551

Whittier College
13406 Philadelphia
693 - 0771

Whittier Commercial Center
13601 Whittier Blvd.
696 - 8123

Whittier Communications
11710 Washington Blvd.
696 - 0722

Whittier Counseling & Resource Center
13025 Bailey
696 - 4526

Whittier Court House Snack Bar
7339 Painter
698 - 5297

Whittier Feed & Grain
12618 Penn
696 - 1016

Whittier Finance
7929 Greenleaf
698 - 6222

Whittier Greeters
7936 Painter
693 - 6615

Whittier Hall
6750 Comstock
698 - 9373

Whittier Health Management
13215 Penn
945 - 2264

Whittier Home Decorating Center
14104 Lambert Road
698 - 3610

Whittier Hospital
15151 Janine Drive
945 - 3561

Whittier Mailing Service
12366 Penn
698 - 7795

Whittier, cont.

Whittier Public Library
7344 Washington Avenue
698 - 8949

Whittier Retirement Villa
8101 Painter
698 - 0596

Whittier Woman's Club
6706 Friends
693 - 7281

Department of Motor Vehicles
9338 Painter
698 - 6701

Social Security Administration
7227 Greenleaf
575 - 7963

Southern California RTD
Bus Information
699 - 0954

Employment Development Department
7240 Greenleaf Avenue
945 - 1011

California Department of Rehabilitation
13215 Penn
698 - 8381

California State Department of Transportation
1940 Workman Mill Road
692 - 0823

SANTA FE SPRINGS

Santa Fe Springs City Hall
11710 E. Telegraph Road
868 - 0511

Santa Fe Springs Fire Department
11300 S. Greenstone Avenue
944 - 9713

Santa Fe Springs Public Library
11700 E. Telegraph Road
868 - 7738

Los Nietos Park
11143 E. Charlesworth Road
692 - 8621

Santa Fe Springs Neighborhood Center
for Social Services
9255 S. Pioneer Boulevard
692 - 0261

Santa Fe Springs Town Center Hall
11740 E. Telegraph Road
864 - 7511

Santa Fe Springs Chamber of Commerce
and Industrial League Inc.
11736 E. Telegraph Road
868 - 6736

Santa Fe Springs Ecology Center
13780 E. Imperial Highway
921 - 6203

Santa Fe Springs News
9300 E. Whittier Boulevard
Pico Rivera
699 - 0964

Santa Fe Springs Printing
12103 E. Clark
941 - 8788

Santa Fe Springs Shopping Center Office
9940 S. Orr & Day Road
868 - 5210

Santa Fe Springs Signs
8604 S. Norwalk Boulevard
Whittier
692 - 3925

Santa Fe Springs Telephone Answering System
13217 E. Whittier Boulevard
Whittier
698 - 1212

Santa Fe Springs Medical Clinic
11817 E. Telegraph Road
949 - 9328

PICO RIVERA

Pico Rivera Public Library
9001 E. Mines Avenue
692 - 1254

Pico Rivera Sports Arena
Freeway 605 at Rose Hills Road exit
692 - 3731
692 - 8725 (Tickets, Business office)

Pico Rivera Water Department
6615 S. Passons Boulevard
949 - 2541

Pico Rivera Art Center
9110 E. Mines Avenue
695 - 8010

Pico Rivera Chamber of Commerce
9122 E. Washington Boulevard
949 - 2473

Pico Rivera Community Hospital
5216 S. Rosemead Boulevard
692 - 0411

Pico Rivera Family Counseling Service
6767 S. Passons Boulevard
949 - 2496

Pico Rivera Health Care Center
9155 E. Telegraph Road
949 - 9631

Pico Rivera Industrial Pallet
8639 E. Beverly Boulevard
695 - 2623

Pico Rivera News
9300 E. Whittier Boulevard
699 - 0964

Pico Rivera News Service
1415 Olympic Boulevard
Montebello
724 - 4003

Pico Rivera Plating Inc.
9307 E. Bermudez
949 - 2589

Pico Rivera Senior Citizens' Center
4632 S. Orange
699 - 9345

Pico Rivera Youth Employment Service
9459 E. Whittier Boulevard
699 - 3773

REMOVAL OF BIAS AND STEREOTYPING

REMOVAL OF BIAS AND STEREOTYPING

The elimination of bias and stereotyping on account of sex, race, age, economic status, or handicap is the cooperative responsibility of special educators, vocational educators, employers, school administrators, the community, and consumers of the services themselves. The area where schools can contribute the most is in preparing students at all levels to move beyond the residual effects of culture, history, and stereotyping/bias. All students must be given options to acquire training in nontraditional career areas. Educators must assure that the handicapped and nonhandicapped receive equal access and equal support in vocational education programs.

To eliminate bias and stereotyping, the following innovations must be developed and supported by local, state, and national groups:

- Organizational restructuring
- Curricular change
- Linguistic/semantic change within the instructional process
- Attitudinal changes

The end goal is that nontraditional occupational areas will be equitably filled by the full spectrum of individuals without bias or stereotyping.

Four important goals for instructors are as follows:

1. To gain knowledge and skills in the identification and elimination of bias and stereotyping in textbooks and instructional materials.
2. To develop skills in the creation and maintenance of an unbiased environment.
3. To develop skills in unbiased and sex affirmative interaction with students.
4. To develop skills in the design and implementation of community outreach programs which can assist in removing bias and stereotyping.

Included in this section on the removal of bias and stereotyping are the following four documents:

1. Legislative Provisions
2. Comparison of Title IX and Title II
3. A Program Assessment
4. Reference List for Bias/Stereotype

LEGISLATIVE PROVISIONS

Title IX of the Education Amendments of 1972

- Addresses the issue of sex discrimination in education programs receiving federal financial assistance.
- Requires that persons may not be excluded from, denied participation in, or be treated differently in education programs.
- Prohibits discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel.

Title VI of the Civil Rights Act of 1964

- Prohibits discrimination on the basis of race, color, and national origin in any program receiving federal financial assistance.

Section 504 of the Rehabilitation Act of 1973

- Prohibits discrimination on the basis of handicap in any program or activity receiving federal financial assistance.
- Secondary level handicapped students must be placed in regular education environments to the maximum extent appropriate to the needs of the student.

Title II of the Education Amendments of 1976

- Contains specific provisions for overcoming sex discrimination and bias, and establishing sex equity in vocational education.
- These provisions include three major categories:
  a) Requirements for administration of state vocational programs.
  b) Provisions governing state use of vocational education funds.
  c) Requirements for national vocational education programs.

COMPARISON OF TITLE IX AND TITLE II

TITLE IX	TITLE II
ADDRESSES THE ISSUE OF SEX DISCRIMINATION IN EDUCATION PROGRAMS.	NOT ONLY ADDRESSES SEX DISCRIMINATION BUT ALSO SEX BIAS AND SEX STEREOTYPING.
REQUIRES THAT PERSONS MAY NOT BE EXCLUDED FROM, DENIED PARTICIPATION IN OR BE TREATED DIFFERENTLY IN EDUCATION PROGRAMS.	
APPLY DIRECTLY TO LOCAL EDUCATIONAL AGENCIES AND INSTITUTIONS.	APPLY DIRECTLY ONLY TO STATE AND FEDERAL VOCATIONAL EDUCATION PROGRAMS. THEY AFFECT LOCAL VOCATIONAL EDUCATION PROGRAMS AND INSTITUTIONS INDIRECTLY THROUGH THEIR SPECIFICATION OF PRIORITIES AND PROCEDURES FOR STATE USE OF VOCATIONAL MONIES SUPPLIED BY THE FEDERAL VOCATIONAL EDUCATION PROGRAM.
SPECIFIED A VARIETY OF FORMS OF DISCRIMINATION IN EDUCATIONAL POLICIES, PROGRAMS OR PRACTICES WHICH ARE PROHIBITED	COMPLEMENT THE SPECIFIC PROHIBITIONS OF SEX DISCRIMINATION ESTABLISHED BY TITLE IX. MANDATES FOR THE DEVELOPMENT OF PROGRAMS TO OVERCOME SEX BIAS, STEREOTYPING, AND DISCRIMINATION IN VOCATIONAL EDUCATION AND AN AUTHORIZATION TO STATES TO USE FEDERAL MONIES FOR THIS PURPOSE.

DEFINITIONS

SEX DISCRIMINATION	ANY ACTION WHICH LIMITS OR DENIES A PERSON OR A GROUP OF PERSONS OPPORTUNITIES, PRIVILEGES, ROLES, OR REWARDS ON THE BASIS OF THEIR SEX.
SEX BIAS	BEHAVIOR RESULTING FROM THE ASSUMPTION THAT ONE SEX IS SUPERIOR TO THE OTHER.
SEX STEREOTYPING	ATTRIBUTING BEHAVIORS, ABILITIES, INTERESTS, VALUES, AND ROLES TO A PERSON OR GROUP OF PERSONS ON THE BASIS OF THEIR SEX.

ELIMINATION OF STEREOTYPES/BIAS ON BASIS OF SEX AND/OR HANDICAP: A PROGRAM ASSESSMENT

	Excellent (i.e., approp. equitable)	Acceptable (needs improvement)	Not Acceptable
VOCATIONAL GUIDANCE AND COUNSELING			
1. Are handicapped women and men represented as successful role models to all students?			
2. Do handicapped and nonhandicapped female students receive equal career and/or vocational guidance?			
3. Are career center materials appropriate (readability, AV, clarity of directions for AV independent use) for handicapped individuals' use?			
4. Appropriate Language in Career Exploration Media			
a) Is a stereotyped "MR" or "retarded" choice of words or syntax presented?			
b) Is there a realistic range of language use by hearing-impaired individuals (not mute; not perfect lip-reading; not lacking in logic, just pronouns and helping verbs)?			
c) If a dialect is used, is one regional cultural group over-represented as having MR, etc.?			
ASSESSMENT			
5. Do instruments refer to sex-stereotyped careers (i.e., doctor = male, nurse = female)?			
6. Do vocational-interest survey instruments steer girls and boys in different directions who have shown the same group of interests (i.e., a girl toward becoming a travel agent; a boy toward becoming a pilot or a bus driver)?			
7. Does assessment/career exploration counseling assist handicapped individuals of both sexes to understand what is usual or traditional, and what is possible, but nontraditional?			
8. Do assessment/career exploration counseling and accompanying materials acknowledge additional problems which may be faced by handicapped young women in various careers?			
9. Are handicapped male and female students evaluated on a standard job-sampling sequence of tasks?			
10. Are handicapped students tested for work aptitude related to vocational education programs:			
a) developed for handicapped individuals?			
b) developed for normal individuals?			
c) both?			

CURRICULAR MATERIALS	Excellent (i.e., approp. equitable)	Acceptable (needs improvement)	Not Acceptable
11. Are women shown in roles other than homemaker/child-rearing aspects of vocational education?			
12. Are handicapped individuals shown in roles other than dependent, passive, etc.?			
13. Are mothers employed outside the home? In a stereotyping or a creative job?			
14. Are handicapped individuals depicted as gainfully employed outside the home? In a stereotyping or creative job?			
15. Are handicapped individuals depicted competitively employed as well in more restrictive settings (i.e., sheltered workshops)?			
16. Are handicapped women and girls portrayed as competitively employed outside the home?			
17. Are handicapped women and girls portrayed as employed in a wide range of jobs, spread across the U.S. Office of Education's 15 career clusters (not simply domestic work)?			
18. Are handicapped women and men represented in regular vocational education course materials as illustrations/ examples, as well as in vocational education curriculums specifically designed for handicapped individuals?			
19. **Appropriate Illustrations** Are these true to people represented, not caricatures or stereotypes? (For example, a retarded person doesn't look retarded/deformed; not all retarded persons have Downes' Syndrome [mongoloid]; PH individuals aren't necessarily week; many have superior muscle development from swimming and literally hauling themselves around.)			
20. **Sex/Handicapped/Ethnic and Minority/SES Variables** Are handicapped individuals, women, and minority-group members portrayed in all aspects of life, living situations, jobs, background?			

REFERENCE LIST FOR BIAS/STEREOTYPE

Cegelka, P.T. "Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs." Exceptional Children, 42 (1976): 323-328

Chan & Rueda. "Poverty and Culture in Education: Separate but Equal." Exceptional Children, 45 (6) (1979): 422-431

Danker-Brown, P., Siegelman, C., and Flexer, R. "Sex Bias in Vocational Programming for Handicapped Students." Journal of Special Education, 12, (4) (1978): 451-458.

Fullan, M., and Pomfret, A. "Research on Curriculum and Instruction Implementation." Review of Educational Research, 47 (1977: 335-397.

Gillespie, R.H., and Fink, A.H. "The influence of Sexism on the Education of Handicapped Children." Exceptional Children, 41 (1974): 155-162.

Gross, N., Giacquinta, J.B., and Bernstein, M. "Failure to Implement a Major Organizational Innovation." Adapted from a paper read at the American Sociological Association meetings, Boston, August, 1978.

Kramon, D. "Utilization of Art Therapy in Psychotherapy and Psychological Assessment of Deaf Clients in a Rehabilitation Setting." The American Art Therapy Association Ninth Annual Conference Proceedings, (in press) October, 1978.

Peterson, L., and Smith, L.L. "A Comparison of the Post-School Adjustment of Educable Mentally Retarded Adults With Than of Adults With Normal Intelligence." Exceptional Children, 26 (1960): 404-408.

Pincus, J. "Incentives for Innovation in the Public Schools." Review of Educational Research, 44, (1) (1974): 113-144.

Steiger, J.M. "Broadening the Career Horizons of Young Women Against Traditional Single-Sex Enrollment Patterns in Vocational Education." Illinois Career Education Journal, Summer-Fall 32, (4) (1975): 7-9.

Steiger, J.M., and Schlesinger, S.H. Fostering Sex Fairness in Vocational Education: Strategies for Administrators. National Center for Research in Vocational Education, The Ohio State University, Columbus, OH (1979).

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Sex, Color, National Origin, Sex and Handicap. Issued March 21, 1979.

VOCABULARY

100 Most Essential Career/Vocational Words

1. RULES
2. BOSS
3. EMERGENCY
4. DANGER
5. JOB
6. SOCIAL SECURITY
7. FIRST-AID
8. HELP WANTED
9. SAFETY
10. WARNING
11. SIGNATURE
12. TIME
13. ATTENDANCE
14. ABSENT
15. TELEPHONE
16. BILL
17. HIRED
18. OVERTIME
19. PUNCH IN
20. DIRECTIONS
21. PAYCHECK
22. WAGES
23. APPOINTMENTS
24. INCOME TAX
25. INTERVIEW
26. SUPERVISOR
27. VACATION
28. APPLY
29. FULLTIME
30. INCOME
31. QUIT
32. CHECK
33. CAREFUL
34. DANGEROUS
35. EMPLOYEE
36. LAYOFF
37. TAKE-HOME-PAY
38. UNEMPLOYED
39. COST
40. DEDUCTION
41. FIRED
42. CLOSED
43. PARTTIME
44. CORRECT
45. FOREMAN
46. TIME-AND-A-HALF
47. WORKER
48. BUY
49. RAISE
50. ON-THE-JOB

100 Most Essential Career/Vocational Words
Continued

51. ENTRANCE
52. RESPONSIBLE
53. HOSPITAL
54. HOURLY RATE
55. SCHEDULE
56. INSTRUCTION
57. SAVE
58. UNION
59. CREDIT
60. ELEVATOR
61. PUNCTUALITY
62. RIGHTS
63. HOURS
64. PAYROLL
65. ATTITUDE
66. RELIABLE
67. WORK
68. CAUTION
69. LICENSE
70. POISON
71. OFFICE
72. POWER
73. QUALIFICATIONS
74. EARN
75. TRANSPORTATION
76. WITHHOLDING
77. VOTE
78. BREAK
79. COOPERATION
80. DEPENDABLE
81. MONEY
82. PHYSICAL
83. HAZARDOUS
84. NET INCOME
85. STRIKE
86. OWNER
87. REPAIR
88. ALARM
89. GROSS INCOME
90. MANAGER
91. REFERENCE
92. UNIFORM
93. HARD-HAT
94. AUTHORITY
95. TRAINING
96. HOLIDAY
97. LATE
98. PERSONAL
99. TOOLS
100. AREA

VOCABULARY

ACCOUNT
ADVANCEMENT
AFTER HOURS DEPOSIT
APPOINTMENT
APPRENTICESHIP
APTITUDE
BALANCE
BANK
BIRTH CERTIFICATE
BODY ODOR
BRANCH
BUDGET
CATALOG NUMBER
CHECK
CHECKING ACCOUNT
COMMUNICATE
CUSTOMER
DEDUCTION
DEODORANT
DEPENDABILITY
DEPENDENTS
DEPOSIT
DEPOSIT SLIP
DIFFERENCE
DISABILITY
DRIVE-IN BANK
EARN
EARNINGS
ECONOMICAL
EMPLOYEE
EMPLOYER
EMPLOYMENT
EMPLOYMENT CERTIFICATE
ENDORSE
EQUALS
EXEMPTION
EXPENDITURES
EXPENSE
EXPERIENCE
FARE
FEDERAL TAX
FITTING ROOM
FIXED INCOME
FORMER EMPLOYMENT
FRINGE BENEFITS
GROSS PAY
INSURANCE
INTEREST
INTERVIEW
INVENTORY
ITEMIZED DEDUCTION
JOB DESCRIPTION

JOB OPENING

JOB OPPORTUNITY

JOB TITLE

LABOR

LUXURY

MANAGEMENT

MARTIAL STATUS

MEASUREMENT

MERCHANDISE

NECESSITY

NET PAY

OCCUPATION

O'CLOCK

ON THE JOB TRAINING

PART TIME

PAY CHECK

PAY RAISE

PENSION

PERFORMANCE

PERSONALITY

PERSONNEL

PREMIUM

PREVIOUS

PROMOTION

QUALIFICATION

REFERENCES

REQUIREMENTS

SAVINGS

SAVINGS BANK

SCHEDULE

SHOPPING LIST

SKILLED

SIGNATURE

SOCIAL SECURITY

STATE TAX

SUBTRACT

TAX

TECHNICAL COURSES

TELLER

TELLER'S WINDOW

TEMPORARY

TIME CARD

TIME CLOCK

TRANSPORTATION

UNION

UNSKILLED

VOCATIONAL TRAINING

WELL GROOMED

WITHDRAWAL

WITHDRSWAL SLIP

WITHHOLD

WITHHOLDING TAX

REFERENCES

REFERENCES

Clark, Gary M. Career Education for the Handicapped Child, Denver, Colorado: Love Publishing Company, 1979.

Clark, Gary M. and Warren J. White (Eds.). Career Education for the Handicapped: Current Perspectives for Teachers. Boothwyn, Pennsylvania: Education Resources Center, 1980.

Clark, Gary M. Prevocational Evaluation in Secondary Special Education Work Study Program, Habilitation Personnel Training Project, Department of Education, The University of Kansas, Lawrence, Kansas.

Career Education for Special Education: Teacher Strategy Handbook, Office of the Los Angeles County Superintendent of Schools.

Evans, Rupert N., Kenneth B. Hoyt, and Garth L. Mangum. Career Education in the Middle/Junior High School. Salt Lake City Utah: Olympus Publishing Company, 1973.

Explore Leader's Guide, Kansas State Department of Education, Central Kansas Career Development Program, Newton, Kansas.

Ideas for Activities, Michigan Career Education, Career Oriented Curriculum Project, Michigan State Department of Education, Lansing, Michigan.

Implementing Career Education, Sacramento, California: California State Department of Education, 1976.

Meyen, Edward L. Instructional Based Appraisal System: Objective Cluster Bank Index, Volume III: Career Education; Volume IV: Pre Vocational Skills. Bellevue, Washington: Edmark Associated, 1977, 1978.

Port, Stella K. Occupational Exploration Curriculum, Lawrence, Kansas: University of Kansas, 1977.

Smith, Robert M. Clinical Teaching: Methods of Instruction for the Retarded. McGraw Hill Book Company, 1974.